

ON EMPOWERING GENDER EQUALITY

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The dynamic processes of globalization are actualizing the need for high-quality personnel selection for various sectors of the economy and production. On the one hand, there is an intensification of international competition for the best personnel. On the other hand, there are tools for vocational guidance for young people [1]. In 2020, almost the same number of girls and boys graduated from higher educational institutions. However, there are much fewer full-time girls enrolled in so-called STEM majors (science, technology, engineering, mathematics) than boys. Among those enrolled in universities with mathematically intensive specialties in 2020, on average, only every fourth girl.

In total, only 23% of girls enrolled in universities entered STEM fields, while almost 13% of these 23% entered medical fields. According to UNESCO estimates, around the world, about 30% of girls receive higher education in STEM fields, including 15% in fields related to medicine and nursing. In recent decades, the growth of women in technical professions has slowed. In 1970 they held 8% of STEM jobs; by 1990 this had risen to 23%. But over 30 years it has increased by only 2%. By 2020, only 25% of women will work in STEM fields [2]. This comes as women face social and cultural barriers that make STEM careers less attractive.

In 2021, the Ministry of Education and Science of Ukraine developed and approved the Strategy for the Implementation of Gender Equality in Education, as well as an action plan for its implementation until 2030 [3]. These measures should unite society in the fight to end violence against women, provide quality education and healthcare, promote economic opportunity and women's participation in public policy. This Strategy defines basic principles, target groups, and strategic goals and objectives for the implementation of state policy on ensuring equal rights and opportunities for women and men in the field of education. An important aspect of the principle of ensuring equal rights and opportunities for women and men is also the creation and development of a modern lifelong education system in Ukraine (adult education) with equal access to it for women and men of any age.

Gender stereotypes begin to influence women very early. Already in 2nd grade, girls tend to believe that they are incapable of mathematics. Throughout their educational journey, they encounter underestimation of their abilities. This demotivates them and makes them abandon the idea of a career in STEM. Although girls have even greater potential to be successful in technical fields. According to the National Assessment Educational Progress study, girls' ability to solve engineering problems is 3% better than boys.

Research shows that women are portrayed in stereotypical roles or ignored in primary school textbooks around the world, exacerbating gender imbalances in schools. Shifts are happening, but «very slowly,» experts say [4]. Girls have far fewer role models due to the low representation of female scientists in media and pop culture. There are also few women teachers and scientific supervisors, which reduces the confidence of future students in their abilities.

To address the gender issue, various aspects such as the impact of stereotypes on educational achievement, equity in STEM education, the role of teachers and gender identity formation are considered and effective strategies are found to overcome these problems.

Is it possible to increase the number of girls entering STEM fields? Even if the quality of mathematics education in school were improved, it would be unlikely to reduce gender inequality in higher education choices. Girls are less likely to choose mathematics-intensive majors not because of their poorer knowledge of mathematics.

More effective, but at the same time difficult, are measures aimed at changing public perceptions of the STEM profession. At the same time, employers should first of all think about transformations in the labor market. All workers, not just women, will benefit from comfortable workplaces, the ability to balance work and family life, and a healthy workplace environment. Actually, these changes are being introduced by technology companies around the world and in Ukraine, which do not want to lose talent.

Another group of activities is improving the school environment. This, in particular, is the development of career guidance in school and the introduction of the institution of school counselors who would help make informed choices and introduce them to «role models,» in particular in STEM professions. This is also an anti-discrimination examination of school textbooks, and the daily work of teachers to avoid gender stereotypes in statements and different expectations in future professions for girls and boys [5].

Over the past few years, gender discrimination in professions has been increasingly common in society. Today, gender stereotypes occupy a significant place in the sphere of human life. Starting from the moment of birth, social labels are attached to the child depending on the gender with psychological and physiological characteristics. It is necessary to create an inclusive educational environment, free from gender restrictions, where every

student has equal opportunities to develop their potential. The importance of education as a tool for changing stereotypes and creating a more equitable society is emphasized as a key factor in successfully transforming the school system towards gender inclusivity.

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ПРИРОДА ГУМОРУ ТА ОСНОВНІ ПІДХОДИ ДО ЙОГО ВИВЧЕННЯ

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Гумор є універсальним явищем, яке пронизує всі сфери нашого життя, у тому числі й мову. Це складний феномен, який відображається через