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GENDER EDUCATION OF THE SOCIALLY SUCCESSFUL PERSONALITY OF A SENIOR PUPIL BY MEANS OF NGOS

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Ukraine's democratic progress as a European state is taking place against the background of global gender transformations. The introduction of gender equality in all spheres of public life is one of the tasks of our country's development on the principles of European integration values. That is why the problem of gender education of pupils today is in the field of attention of many theorists and practitioners of domestic psychological and pedagogical science.

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In psychological and pedagogical science, «gender» is one of the youngest terms, which is widely used to denote socially organized relationships between people of different sexes, as well as in the meaning of the division of roles into male and female. Thus, gender equality means not only equality of the sexes, but also equality of use of the personal potential of each person, regardless of his or her biological sex, which implies a refusal to standardize rigidly masculinity and femininity.

We define gender education as a purposeful process of developing individual qualities and abilities of a person and promoting his / her self-determination, regardless of the standards of behavior corresponding to the existing standards of masculinity and femininity and society's expectations related to biological sex. The purpose of gender education is to create conditions for the formation of a person free from gender stereotypes and responsible for their own purpose and interpersonal relationships in society.

Gender education activities in general secondary education institutions are focused on the development of personal skills to feel and understand various manifestations of life through the prism of gender values. It proposes pupils a way of knowing reality, which there is no inequality of gender and hierarchy of «male» and «female» in that allows to expand the living space of students, promote the development of individual abilities of each of them, which will further positively affect the harmonization of male and female relationships in society, equalizing their status.

In terms of age, gender education acquires special significance in the senior school age, when the rapid development of self-awareness is realized, the formation of role positions of men and women and the worldview of the individual is taking place, as well as restructuring the entire system of human relations with reality is realized. At the same time, socio-psychological features of early adolescence require active understanding of socially positive behaviors, development of individual

readiness for vital choices, personal and social self-determination, understanding of life prospects, which contributes to the formation of competitiveness and social success.

Unlike success, social success is not short-lived, has certain prerequisites, features of the course, and is determined by a variety of factors influencing its formation. This dynamic process should be considered in the context of human activity, self-realization and continuous development of relevant qualities and competencies. Taking into consideration the socio-psychological characteristics of senior school age, we consider a socially successful personality of a senior pupil as one who has basic knowledge concerning the phenomenon of social success and awareness of its value, determined by the desire for knowledge and self-development, social activity, social initiative, social mobility and social competence.

In Ukraine, non-governmental organizations working with senior pupil have both significant resource potential and practical experience in implementing the tasks of gender education in the process of forming a socially successful personality. It should be noted that today the role of NGOs in building civil society is emphasized by all developed democracies. British scholars recognize them as key actors in the development of the state, humanitarian action, protection of human rights and the environment, and note their significant impact on the upbringing of the younger generation, in particular, the formation of ecological culture of youth, preservation and promotion of national identity, social activity of young people, legal solution of conflicts, providing information on pressing issues for young people [1]. Reflecting on the importance of the participation of the younger generation in the activities of non-governmental organizations, the American scientist Willetts emphasizes that this will enable the growing individual to develop the ability to make independent decisions and develop emotional intelligence and self-awareness [3].

In our country, there is an extensive structure of NGOs of various directions, working with pupils: scientific, women's, gender, technical, military-patriotic, cultural and educational, physical culture and sports, and others. The principles of gender education are embodied in the activities of such public organizations as the «International School of Equal Opportunities», one of its tasks is to promote gender equality taking into account gender strategic interests and practical needs of society, and the «League for Human Development», which during twenty years promotes ensuring equal opportunities in the realization of social human rights.

In the formation of a socially successful personality, the «International School of Equal Opportunities» and the «League for Human Development» adhere to the basic principles of gender education: equality in the educational process, in particular, equal requirements, tone and content of treatment of boys and girls; gender-neutral rules of conduct; focus on individual development, abilities and preferences of everyone, the ability to master universal skills and abilities regardless of gender; avoidance of gender orientation in communication and gender-typified patterns of behavior. Therefore, during the studying future professions, family and civic roles by senior pupils, involvement of young men and women in active social activities through volunteer programs, projects, there are no manifestations of prejudice and discrimination based on gender.

Note that these NGOs, working with senior pupils, use a variety of innovative methods and interactive technologies that contribute to the formation of socially successful personality: theater technology, in particular, gender interactive theater at the «International School of Equal Opportunities» and forum theater and playback theater in the «League of Human Development»; game technology, such as social role-playing games and web-quests; training technology – trainings on leadership development, trainings on gender equality in the «International School of Equal Opportunities», tolerance trainings and

trainings on women's initiatives conducted by the «League of Human Development»; project technology – writing and implementation of projects by the «International School of Equal Opportunities» with EU budget support; as well as festivals, workshops, forums, international programs, startups, master classes, webinars, hackathons – in the «International School of Equal Opportunities» and effective technologies for socially successful portfolio and case-study – in the «League of Human Development».

American researcher Taylor believes that due to the involvement of pupils of educational institutions in the organization and holding of various activities of NGOs, mastering the knowledge and skills in collaboration with their peers – volunteers and activists of NGOs by peer-to-peer education, new horizons of cognition and self-education are opened for them [2]. At the same time, the gender approach optimizes the development of such qualities of socially successful personality as individual and social responsibility, creativity, assertiveness, communication, persistence, diligence and promotes the formation of adequate self-esteem, appropriate level of demands, motivation to be socially successful.

Thus, the «International School of Equal Opportunities» and the «League of Human Development» develop safe behavior skills, assist senior pupil to understand various aspects of gender, realize the potential of partnerships and the role of youth in state-building processes, gain personal experience of social success. We are convinced that the pupil's success in the field of «third sector» will contribute to his aspirations to become successful in other activities, will assist to identify areas that are most interesting and desirable for successful self-realization, will serve to build faith in their own strength and effective adaptation in society.

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КОНЦЕПТУАЛЬНІ ЗАСАДИ ФОРМУВАННЯ СВІТОГЛЯДНИХ УЯВЛЕНЬ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

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У психологічних дослідженнях, присвячених проблемі вивчення дитячого світогляду, простежується кілька основних науково обґрунтованих підходів. Так, запропонована Е. Еріксоном епігенетична теорія ідентичності спирається на твердження про те, що світогляд людини трансформується протягом усього її життя. Автор відзначає, що в дошкільному віці формування дитячого світогляду відбувається послідовно на підставі тих способів взаємодії з навколишнім світом, якими дитина оволодіває в тісному контакті з дорослими. У старшому дошкільному віці з'являються і розвиваються три фундаментальні передумови формування світогляду: базова довіра до світу, особиста автономія, ініціативність. Е. Еріксон звертає увагу на роль батьків та особливості стилю батьківського виховання, які впливають на розвиток особистості в дошкільному віці [3].

Формування адекватної та стійкої картини світу визначається одним із головних мотивів людської поведінки у когнітивних

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