

## THE STRUCTURE OF HEI STUDENTS' GENDER CULTURE

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*У роботі визначено та конкретизовано компоненти та критерії формування гендерної культури студентів вищих навчальних закладів. Їх ідентифікація базувалася на теоретичних засадах гендерної освіти, спираючись на підходи більшості науковців щодо процесу формування гендерної культури студентів вищих навчальних закладів через виявлення структурних компонентів гендерної культури.*

**Ключові слова:** Гендерна культура, гендер, ЗВО, студенти ЗВО, гендерна освіта.

*In the paper, the components and criteria for forming the gender culture of students of higher education institutions are identified and specified. Their identification was based on the theoretical foundations of gender education, relying on the approaches of most scientists regarding the process of formation of gender culture of students of higher education institutions through the identification of the structural components of gender culture.*

**Keywords:** Gender culture, gender, HEI, HEI students, gender education.

The change in traditional gender values and the transformation of the gender-role behaviour of male and female men and women in many ways is a consequence of the globalization processes of the XX-XXI centuries.

The gender culture of Ukrainian society also feels the negative impact of globalization processes.

In this context, as noted by T. Ivanina, O. Kiselyova, M. Kolodiy, O. Ostapchuk and O. Tsyupa, patriarchal gender stereotypes in the choice of fields of study and professions for girls and boys lead to horizontal segregation in the labour market, due to which women are concentrated in the least prestigious and paid spheres of activity [3].

To overcome these problems, modern society is forced to turn to the theoretical analysis of the sources and causes of destructive gender processes and the search and study of practical ways to overcome them. As O. Ilyina points out, today's higher education system has solid scientific and pedagogical potential. It works with young people who will become the country's elite in the future and lead others behind them. Thus, higher education can become the main link in the formation of new approaches and traditions that will contribute penetration of the principles of gender culture into all spheres of life of Ukrainian society [2].

Introducing a gender approach to education is reflected in the works of O. Vasylchenko, S. Vykhor, T. Vorchakova, T. Golovanova, O. Kikinezhdi, V. Kravets, L. Mishchuk, I. Muntyan, O. Slobodanyuk, A. Shvetsova, O. Sharovatova, I. Shahina, etc.

Pedagogical management of the process of forming the gender culture of higher education students involves defining the concept and structure of the gender culture of higher education students and then identifying specific criteria and indicators for assessing the formation of this phenomenon. Let's consider how modern teachers interpret the structure of gender culture.

Most researchers, in particular O. Vasylchenko, consider gender culture as a component of specialized culture, which is the result of the influence on the personality of specific people who deal with problems of interpersonal relationships professionally. It is manifested in the awareness of the individual's motives, needs, values, knowledge, and behaviour related to relationships between male and female representatives. The researcher considers the phenomenon of gender culture of higher education students as a set of cognitive, activity, and reflexive components [1; 5].

O. Slobodanyuk considers the following elements to be the main components of gender competence of an individual: general cultural, valuable, educational and cognitive, informational, communicative, social and labour, and personal [5].

According to O. Sharovatova, the structural components of a specialist's gender culture are the following: cognitive (the formation of an individual's sexual self-awareness based on ideas about himself as a representative of a particular gender, the content of gender roles and modern gender stereotypes, features of the female and male personality; emotional and valuable (recognition of the priority of universal human values and equal rights for persons of different sexes, orientation towards partnership relations and egalitarian marriage); behavioural (implementation of learned models of gender roles in life through training of appropriate actions in non-gender-typical activities, in showing respect for the other sex and adequate intersex communication) [4].

As we can see, despite minor differences in the names of the components of gender culture, scientists offer a generally accepted vision of the structure of the gender culture of an individual.

Therefore, based on the above, it can be noticed that a properly developed complex system of criteria and indicators allows not only to assess the level of implementation of the gender approach in the education of students of higher education institutions but also to determine the means of correction for its more effective implementation.

Following the theoretical foundations of gender education, relying on the approaches of most scientists regarding the process of formation of gender culture of students of higher education institutions through the identification of the structural components of gender culture, the components and criteria for the formation of gender culture of students of higher education institutions are identified and specified.

The cognitive component of the structure of the gender culture of a student of higher education can be evaluated using the «gender awareness» criterion, which is based on students' understanding of the essence and meaning of gender issues concerning gender similarity, gender roles, gender relations, gender equality, gender standards, ways and means of forming adequate gender similarity, effective performance of gender roles, devoid of gender inequality, etc.

The reflective component can be evaluated using the «gender sensitivity» criterion, which is based on students' recognition of gender values, gender rights, gender equality, acceptance of gender similarity of other people, and gender relations based on the system of universal and national moral values.

The practical component can be evaluated using the criterion «appropriate gender behaviour,» which should be a manifestation of appropriate gender behaviour, effective performance of gender roles, constructive gender relations based on equality in the public and private spheres of life, respect for the individual, regardless of gender and gender similarity; development of skills and abilities to manage the motives of appropriate gender behaviour, fight against the destructive influence of gender (patriarchal) standards (ignoring the role of women in society, the polarization of male and female qualities, absolute femininity/masculinity, asymmetry in the distribution of power and access to resources, limitation of rights and opportunities in choosing a profession, etc.) in the personal experience of gender role interaction;

Thus, the criteria for forming the gender culture of students of higher education institutions defined by us can become the basis for diagnosing the current state of gender culture and analysing the effectiveness of pedagogical influences on the studied category of students. We see the prospect of further research in determining the indicators of the formation of the gender culture of students of higher education institutions according to specific criteria.

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