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**ПРОБЛЕМА ФОРМУВАННЯ ЕГАЛІТАРНО-ОСВІТНЬОГО
НЕДИСКРИМІНАЦІЙНОГО СЕРЕДОВИЩА В УКРАЇНІ:
РЕАЛІЇ ТА ПЕРСПЕКТИВИ**

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**THE PROBLEM OF CREATING AN EGALITARIAN EDUCATIONAL NON-
DISCRIMINATORY ENVIRONMENT IN UKRAINE: REALITIES AND
PROSPECTS**

The development of civil society in Ukraine based on the principles of democracy, equality, and parity of genders aligns closely with the gender mainstreaming policies of EU states, and is one of the priority goals of the country's social and humanitarian policy. The Strategy for the Implementation of Gender Equality in the field of Education by 2030 highlights the interconnection of substantive, functional, and organizational principles that ensure adherence to democratic values and freedoms, equality, justice, rule of law, egalitarianism (equality of rights and opportunities), respect for human dignity, accessibility, non-discrimination, etc. [1].

In today's complex and multifaceted educational gender dimension, the content of values, orientation towards an egalitarian nature of gender roles, which ensures their universalization and interchangeability, has taken on special significance. According to scientific research along with the progress of egalitarian views, gender stereotypes such as the notion of prioritizing childbirth for women and their self-realization in the family, while for men, career and full financial provision for the family remain prioritized, are still widespread among the population. As T. Hovorun notes, "according to the subject-action approach, achieving gender equality in the psychological field can be especially productive primarily due to moving beyond stereotyped, established roles and personally challenging the normative pressure of the social environment" [3, p. 93].

The articulation of gender issues and their introduction into the Ukrainian educational space, in our view, should be considered as the personal-activity mastery by future professionals of socio-economic professions of the humanistic methodology for creatively transforming the culture-creating function of education. According to the President of the National Academy of Pedagogical Sciences of Ukraine, V. Kremen, "the principles of innovativeness and child-centrism should underlie all educational activity, the entire system of relations in society, the attitude of adults to children" [6, p. 412-413].

The egalitarian educational environment, as the basis for the socio-cultural formation of the individual and the creative self-realization of girls and boys as a new

generation of the Ukrainian state, is seen by us as gender-fair in a triune structure (non-discriminatory, creatively-developmental, health-preserving), based on the principles of social justice, gender equality, child-centrism, egalitarianism, and gender parity [4; 5; 7].

Among the key areas of activity in the longstanding collaboration with the NAPN of Ukraine, the Research Center for Gender Education and Upbringing of Students and Youth at Ternopil National Pedagogical University in the designated problem area, it is important to note: the development of gender standards for education, conducting gender audits of educational content, media, gender mainstreaming, and gender audit; establishing methodological principles for a personality-egalitarian approach as a type of personality-oriented (I. Bekh) and gender (V. Kravets) approaches; methodological substantiation of the conditions for the formation of an egalitarian personality of future educators, development of gender educational programs and creation of online courses; implementation of gender-sensitive social partnership programs; development and testing of gender-educative technologies for social-psychological support of egalitarian socialization of student youth, anti-bullying and anti-discrimination practices, conducting annual campaigns, information digests "16 Days Against Violence the International Scientific-Practical Conference "Modern Strategies for Gender Education in the Conditions of European Integration" was held (2020). A joint discussion was organized by the Friedrich Ebert Foundation's Representation in Ukraine, in partnership with the Office of the Government Commissioner for Gender Policy, the Kyiv Institute of Gender Studies, and the Information and Consultation Women's Center, to present the Ukrainian translation of the Glossary of the European Institute for Gender Equality [2]. At a joint seminar-webinar with the National Academy of Pedagogical Sciences of Ukraine (NAPS of Ukraine) and the European Humanities University (Vilnius, Lithuania) "Formation of Egalitarian Educational Environment for Children and Youth: Experience and Prospects" (2021) [4; 5; 7].

Applied aspects of gender research as innovative techniques and practices in the contemporary contradictory system of traditional/patriarchal or egalitarian/democratic coordinates included: work of problem groups, presentation at the All-Ukrainian

Competitions of Students' Scientific Works in the field of "Gender Studies" of scholarly explorations by higher education seekers: "Gender Mainstreaming as a Tool for Building a Non-Discriminatory University Environment" (V. Rozhanska), "Gender Stereotypes of Educators as a Factor of Discrimination in the Educational School Environment" (A. Chernetska), "Women in Ukrainian Politics: A Path to Leadership" (K. Voyak) and more.

Improvements in the scientific-methodological support for guiding future specialists of the New Ukrainian School based on the principles of "partnership pedagogy" and the unique humanistically-oriented "gender matrix" of Ukrainian pedagogical heritage (H. Skovoroda, H. Vashchenko, M. Drahomanov, A. Makarenko, S. Rusova, V. Sukhomlynsky, K. Ushynsky) have become the ideological basis for contemporary standards of gender equality in the educational process.

In the activities of the currently operating Center for Gender Studies and the Implementation of Equal Rights and Opportunities Policy at Ternopil National Pedagogical University in social partnership, the following have been accomplished: modernization of gender-educational technologies through ICT in educational institutions of various levels, enabling the implementation of a psychological-pedagogical and socio-rehabilitation support system for educational seekers with disabilities at the Ternopil Vocational School of Services and Tourism (2022); introduction of an enlightenment course "Open Educational Studies: Forming a Space of Respect for Human Rights in the Educational Environment" for educators (2021-2022); participation in the implementation of the Polish-Ukrainian project for volunteers "Strengthening People's Attachment to Volunteering for Refugees from Ukraine. Volunteer Motivation and Intentions – The Role of Psychological and Social Factors"(2023).

Among the prospective directions of work are solving applied tasks related to ensuring a national mechanism for achieving gender equality, forming an egalitarian worldview among student youth in the context of educational and professional training of future competitive professionals.

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