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ГЕНДЕРНЕ ВИХОВАННЯ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ ІНТЕРНАТНИХ УСТАНОВ

Анотація. У статті розкрито проблему гендерного виховання дітей з особливими освітніми потребами, які перебувають на державному утриманні в інтернатних закладах освіти та потребують більш уважного ставлення до формування соціальної зрілості, життєвої компетентності та необхідної в сучасних умовах гендерної культури. Авторами висвітлено результати аналізу стану й особливостей гендерного виховання дітей з особливими освітніми потребами за умов інтернатних установ. Розкрито розуміння сутності гендерного виховання з позиції соціально-педагогічної науки як цілеспрямованого, організованого й керованого процесу засвоєння дітьми гендерних уявлень, морально-етичних норм у взаєминах обох статей та формуванні ролевих позицій. Актуалізовано мету гендерного виховання учнів з особливими освітніми потребами, яка полягає в індивідуально-диференційному підході до них з урахуванням ступеню обмеження, виду дизонтогенезу, а також позицій статевих відмінностей, у конструюванні моделі морально-етичних норм у взаєминах обох статей, у формуванні ролевих позицій обох статей. Зосереджено увагу на ключових його завданнях в інтернатних установах, зокрема вихованні особистості, здатної до засвоєння своєї гендерної ролі та егалітарних цінностей сучасного суспільства. У статті представлено авторську програму гендерного виховання для занять із дітьми з інвалідністю старшого підліткового віку (від 14 до 16 років) та молодшого юнацького віку (від 16 до 18 років), які мають збережений інтелект, з метою усвідомлення ними соціально-побутових ролей, соціального статусу та розвинення здатності до самостійної суспільної і родинно-побутової діяльності. Увиразнено роль системи позакласної роботи в цьому процесі. Автори підкреслюють важливість створення відповідних організаційно-педагогічних умов гендерного виховання учнів з особливими потребами за умов перебування в інтернатних закладах освіти, які сприятимуть вихованню різнобічно розвиненої особистості, самостійної, рівноправної незалежно від статі. Результатом їх упровадження має стати сформованість гендерної вихованості та культури, чуйності та толерантності



учнів у міжстатевому спілкуванні, готовності хлопців та дівчат до дорослого життя в суспільстві, шлюбних стосунків та сімейних і професійних ролей, не обтяжених стереотипними поглядами.

Ключові слова: заклад інтернатної освіти, гендерне виховання, гендерні ролі, діти з особливими освітніми потребами, соціальний педагог, позакласна діяльність.

GENDER EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE CONDITIONS OF BOARDING SCHOOLS

Abstract. The article highlights the results of the analysis of the state and features of gender education of children with special educational needs in the conditions of boarding schools. The understanding of the essence of gender education from the standpoint of socio-pedagogical science as a purposeful, organized and controlled process of children's assimilation of gender ideas, moral and ethical norms in the relationship of both sexes and the formation of role positions is revealed. The purpose of gender education is actualized and attention is focused on its key tasks in boarding schools, in particular the education of a person capable of mastering his gender role and egalitarian values of modern society. Gender education of students with special needs in the conditions of stay in boarding schools involves the creation of appropriate organizational and pedagogical conditions that will promote the education of a diverse personality, independent, equal regardless of gender. The result of socio-pedagogical activities of boarding schools should be the formation of gender education and culture, sensitivity and tolerance of students in intersex communication, which is manifested in the readiness of boys and girls for adult life in society, marriage and family and professional roles, not burdened with stereotypes.

Keywords: boarding school, gender education, gender roles, children with special educational needs, social pedagogue, extracurricular activities.

INTRODUCTION

The problem formulation. Socio-economic and political transformations that had taken place in recent years in Ukraine have made significant changes in gender and role relations in all spheres of social life, led to changes in the status of women and men in society and the transformation of previously established gender stereotypes. In such a dynamically rapid socio-cultural environment, the modern young generation must quickly adapt to new conditions, constantly replenish their knowledge and build their relationships with other people on the basis of tolerance, understanding, respect, complicity and cooperation, which is the key to gender equality. At the same time, traditional stereotypical approaches to gender education of students with special needs in the boarding school system, views on the roles, norms and values that society continues to offer men and women in the process of socialization cannot and should not affect existing transformations. Under such conditions, cardinal changes in the content of boarding education naturally take place: the goals of educating boys and girls with special needs and their gender-role socialization are outlined in a new way. In this article we will try to reveal the problem of gender education of children with special educational needs who are dependent on the state in boarding schools and need a more meticulous attitude to the formation of social maturity, life competence and gender culture necessary in modern conditions.

Analysis of recent research and publications. The scientific basis for solving the problem of gender education of students in educational institutions were works and studies of gender psychology, gender equality and socialization (S. Vikhor, T. Govorun, N. Kaminska, O. Kiz, O. Kikineji, I. Kovalchuk, V. Kravets, T. Martsenyuk, M. Savchenko, O. Tsokur, etc.), gender-role socialization (A. Ablitarova, V. Avramenko, V. Asyutinsky, D. Isayev, I. Kovalchuk, D. Kolesov, I. Kolomynsky, M. Radzivilova, V. Romanova, T. Shklyarova, etc.) and its features in pupils of boarding schools (G. Korinna, A. Polyanychko).

THE PURPOSE OF THE RESEARCH is to reveal the problem of gender education of children with special educational needs who are state-supported in boarding schools.

In the process of achieving this goal, a problem-solving method of studying library collections and conceptual-comparative analysis of literature in the field of national education and legal documents, covering facts and theoretical ideas from the experience of gender education of children with special educational needs in boarding schools.

RESULTS OF THE RESEARCH

Recently, the concept of «education» in humanistic pedagogy acquires special significance, according to which it embodies the patterns and norms of cultural life. However, one of the current problems of the traditional educational process of boarding schools is the lack of attention of teachers, educators and social educators to take into account students gender. Therefore, there is an urgent need to find new strategies and perspectives, that would contribute to the implementation of a differentiated approach to raising children with special needs of different genders, the introduction of the concept of gender education of children with special needs in boarding schools based on the potential of extracurricular activities is training future social educators.

The introduction of a system of gender education of children with special needs due to the limitations of life and the presence of special needs is an urgent problem today. Socio-pedagogical influence, based on gender mainstreaming, will contribute to the implementation of the principle of equal rights and opportunities, a proper understanding of social roles and responsibilities; it is aimed at personal development, assimilation of knowledge, skills and abilities of successful adaptation in society, professional self-determination and normalization of future family relations, etc. (Shepel, & Sultanova, 2016, p. 3).

It should be noted that the upbringing and education of a child in accordance with its gender has been practiced by mankind for quite some time. One of the decisive influences on the upbringing of the younger generation of males and



females in all historical periods was exerted by the prevailing sexual morality in society, changes in which led to changes in the nature of upbringing of boys and girls (Kovalchuk, 2004, p. 9-10).

I. Bekh defines education as a transformative activity of a teacher-educator aimed at changing the consciousness, worldview, psychology of values, knowledge and ways of personality that contribute to its qualitative growth and improvement (Bekh, 2003, p. 6). Thus, the result of such activities, according to the Ukrainian scientist, is a socially responsible person. The main purpose of the educational process should be the formation of each pupil's idea of himself not just as a citizen who supports the current system, but as an independent individual who can take moral responsibility to society for himself, for others, for the cause (Bekh, 2003, p. 21-29). The Concept of Reforming Secondary Education in Accordance with the New Ukrainian School (New Ukrainian School) is also emphasized as a responsibility not only for oneself, but also for the development and well-being of the country and all mankind.

However, whether a graduate of a boarding school will want and be able to take moral responsibility to society and all mankind, and whether he will be able to socialize in adult life according to gender-role stereotypes, depends on how the content of gender education meets modern expectations and civil society.

The interpretation of the concept of «gender» (gender) includes socio-biological characteristics, through which the concepts of «man» and «woman» are defined, social relations between people of different sexes or socially fixed roles and corresponding behavior, activities and characteristics characteristic of both sexes are revealed. This concept is characteristic of various fields of knowledge (culturology, sociology, psychology, history, etc.), but it is the socio-pedagogical influence allows to form in the younger generation a stable social perception of gender, understanding and overcoming stereotypes of the previous generation. This task is key in the gender education of children and youth.

The organization of gender education of boarding school students during extracurricular activities is an extremely important component of personality formation, as such work provides an opportunity to optimally reveal the potential of each student, to form tolerance, mutual respect between boys and girls.

The purpose of gender education of students with special educational needs is an individual-differential approach to them, taking into account the degree of limitation, type of dysontogenesis, as well as positions of gender differences, in constructing a model of moral and ethical norms in both sexes, in forming role positions of both sexes.

In other words, the main goal of this multifaceted process is to teach boys and girls gender roles - models of male and female behavior, free from gender stereotypes and responsible for their interpersonal and gender-role relationships in society.

To this end, in 2016, specialists of the State Complex of Social Rehabilitation of Disabled Children (Shepel O.G. and Sultanova N.V.) developed a program for classes with children with special needs of older adolescents (from 14 to 16 years) and junior youth. age (from 16 to 18 years), who have preserved intelligence, in order to understand their social roles, social status and development of the ability to independent social and family activities (Shepel, & Sultanova, 2016, p. 3).

The program is designed so that students with special needs in a boarding school or rehabilitation institution can understand the theoretical information, gain the necessary skills and develop skills for their practical implementation. The content of educational material is systematized according to the spheres of human life: management; family relations; marital relations; participation of a person in the life of society and the state; attention is paid to personal and intimate spheres of life, etc. V. Kravets outlined the view on the tasks of gender education and emphasized, that they consist in the formation of social responsibility in the relations between the sexes; the ability to understand other people and respect them not only as people in general, but also as male or female; ability to take into account and respect their specific sexual characteristics in the process of joint activities; ability and desire to evaluate their actions in relation to other people based on gender; self-awareness of one's gender; necessary communication skills and mutual understanding, as well as the ability to make informed decisions in the field of intersex relations, etc. (Kravets, Govorun, Kikineji, 2011, p. 175).

Among the main tasks of gender education should also be identified such as: «implementation of a gender approach in all parts of the educational process; awareness of gender parity issues; mastering a certain amount of knowledge about prejudice against each sex and their awareness; easing stereotypes about family, professional and social roles and correcting perceptions of masculinity / femininity; enrichment of the emotional world, creation of conditions for development of individual abilities for the purpose of self-realization of the person; accumulation and formation of experience of egalitarian behavior» (Vyhor, 2006, p. 9).

Thus, the key to boarding schools in the process of gender education of their students, taking into account the peculiarities of their mental development, the complexity of gender-role socialization and communication barriers, we consider the education of a person capable of learning their gender role and egalitarian values of modern society. However, if we are talking about students with special needs due to disability and disability, the main objectives of their gender education in a boarding school are:

- to promote the formation of a person who is able to consciously approach the choice and implementation of its inherent social roles in all spheres of life, taking into account their own gender characteristics and individual problems due to the state of physical development;
- to provide adolescents with the necessary information on their basic rights, opportunities for their realization and social guarantees in force in our country;
- to promote the formation of an active life position of the individual in the realization of their gender rights and freedoms.



The solution of these tasks is provided primarily during extracurricular activities with children. As you know, education, even if it is provided in a boarding school, plays a leading role in the system of factors that ensure the optimal nature of the process of gender education and the formation of gender culture of the individual. However, the extracurricular work of the boarding school in the direction of gender education remains poorly studied. This presupposes the need for scientific substantiation of the process of gender education of students with special educational needs in the conditions of boarding schools, which is impossible without the application of a gender approach in education.

It should be noted, that extracurricular activities are an integral and mandatory part of the educational process of a boarding school. All areas of educational work and, above all, gender education, are quite successfully carried out in extracurricular activities. This activity provides great opportunities for educational impact on boys and girls, to apply an individual approach to them, taking into account psychophysiological gender differences.

The system of extracurricular activities, which is focused on meeting various needs and interests of the individual, plays a significant role in solving the problems of gender education of students with special educational needs in the conditions of a boarding school. It is in extracurricular activities that an educator, social educator or teacher is free to direct the educational process to the diverse development of students, taking into account their special needs, to individualization, as well as to emphasize the gender of students.

The center of extracurricular educational work on gender education of boarding school students should be a child with its individual characteristics due to disability and degree of disability, regardless of gender, but taking into account its inclinations, interests, talents, purpose in life – social role. After all, the development of the individuality of boys and girls is a dynamic formation and development of a whole system of social gender roles in all spheres of society – society, work, family, friends, world «I-sphere» under the influence of socially controlled external and internal natural factors.

It should be noted that extracurricular activities, their meaningful and purposeful organization – is one of the factors of socialization of the individual, and therefore its success and effectiveness depend, inter alia, on the application of a gender approach in education in relevant areas.

Employees of boarding schools, in particular: class teachers, educators, social pedagogues, etc., are traditionally involved in the organization and conduct of extracurricular activities. The participation of each of them in the organization and implementation of extracurricular activities of students with special needs of all ages is extremely important, but it is social educators who play in it perhaps the greatest role. The educator of a boarding school has no less difficult tasks: to organize the life, health, work and rest of their pupils so that they study and work well, are healthy, cheerful, neat and thrifty, disciplined and polite, gain experience of moral behavior. The educator, in particular, of a boarding school for orphans and children deprived of parental care, in his group should largely perform the functions that were to be performed at home, in the family, by parents (Sultanova, 2017). Thus, his professional role in the gender education of students during extracurricular activities is also extremely important.

The main areas of gender education of children with special needs in a boarding school or rehabilitation institution Shepel O.G. and N.V. consider:

- informational, educational and educational work aimed at clarifying issues related to the peculiarities of the process of gender education of this category of children;
- correctional and developmental work, which provides timely specialized assistance in mastering the content of the program and the necessary correction of individual defects of children in a rehabilitation institution or boarding school; promotes the acquisition of knowledge and the formation of skills of rational professional self-determination, taking into account the gender and other characteristics of children;
- consultative work that provides continuity of special support for of children with special needs in the direction of their gender identification, as well as work with parents on the implementation of differentiated socio-pedagogical conditions for learning the content of gender education (Shepel, & Sultanova, 2016, p. 4).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, gender education of students with special needs in the conditions of stay in boarding schools involves the creation of appropriate organizational and pedagogical conditions that will promote the education of a diverse personality, independent, equal regardless of gender. The result of socio-pedagogical activities of boarding schools should be the formation of gender education and culture, sensitivity and tolerance of students in intersex communication, which is manifested in the readiness of boys and girls for adult life in society, marriage and family and professional roles, not burdened with stereotypes.

Given the importance of the issue of gender education of students with special needs in boarding schools raised in this article, we see it appropriate to continue scientific research to solve the problem of socio-pedagogical support of gender education of children with special needs in state care institutions as close as possible to family forms of content.

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