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НДВП «Інтелект-Експрес-Капітал» (Харків, Україна)

ДУХОВНО-ІНТЕЛЕКТУАЛЬНЕ ВИХОВАННЯ і НАВЧАННЯ МОЛОДІ в ХХІ СТОЛІТТІ

*Міжнародний періодичний збірник наукових праць
за загальною редакцією В. П. Бабича, О. М. Хвостиченка*

SPIRITUAL and INTELLECTUAL UPBRINGING and TEACHING of YOUTH in the XXI CENTURY

*International Periodical Collection of Scientific Papers
edited by V. P. Babych, O. M. Khvostychenko*

GEISTIGE und INTELLEKTUELLE ERZIEHUNG und AUSBILDUNG der JUGEND im XXI JAHRHUNDERT

*Internationale regelmäßig erscheinende Sammlung wissenschaftlicher Beiträge
unter der Gesamtedaktion von V. P. Babych, O. M. Khvostychenko*



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*РЕКОМЕНДОВАНО ДО ВИДАННЯ РІШЕННЯМ ВЧЕНОЇ РАДИ
ВСЕСВІТНЬОГО НАУКОВОГО НООСФЕРНО-ОНТОЛОГІЧНОГО ТОВАРИСТВА, М. ХАРКІВ
(протокол 5/1 від 25.05.2024 р.)*

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Духовно-інтелектуальне виховання і навчання молоді в XXI столітті : міжнар. період. зб. наук. пр. / за заг. ред. В. П. Бабича, О. М. Хвостиченка. Харків : НДВП «Інтелект-Експрес-Капітал», 2024. Вип. 6. 200 с.

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У збірнику розглянуто ціннісні орієнтири духовно-інтелектуального виховання та розвитку якостей особистості в сучасних умовах. Розкрито особистісні та соціальні детермінанти духовно-інтелектуального виховання і навчання в системі неперервної освіти. Проаналізовано історичні та порівняльні аспекти в теорії і практиці духовно-інтелектуального виховання й навчання. Акцентовано на практичній значущості розвитку духовно-інтелектуального потенціалу суб'єктів освітнього процесу. Розраховано на науковців, педагогів, здобувачів загальної середньої та всіх рівнів вищої освіти, методистів, управлінців, громадську спільноту, батьків.

Spiritual-intellectual upbringing and teaching of youth in the 21st century : the international periodical collection of scientific papers / ed. by V. P. Babych, O. M. Khvostychenko. Kharkiv : RPE “Intellect-Express-Capital”, 2024. Issue 6. 200 p.

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The collection considers the values of spiritual and intellectual upbringing and the development of qualities of the personality in modern conditions. It is revealed the personal and social determinants of spiritual and intellectual upbringing and teaching in the system of continuing education. It is analyzed historical and comparative aspects in the theory and practice of spiritual and intellectual upbringing and teaching. It is emphasis on the practical significance of the development of the spiritual and intellectual potential of the subjects of the educational process. It is designed for scientists, teachers, applicants for general secondary and all levels of higher education, methodologists, managers, civil society, and parents.

Geistige und intellektuelle Erziehung und Ausbildung der Jugend im XXI Jahrhundert : internationale periodische Sammlung wissenschaftlicher Beiträge / herausgegeben von V. P. Babych, O. M. Khvostychenko. Charkiw : FPG “Intellect-Express-Capital”, 2024. Ausgabe 6. 200 p.

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Die Sammlung befasst sich mit den Wertorientierungen der geistigen und intellektuellen Erziehung, mit der Entwicklung der geistigen und intellektuellen Qualitäten des Einzelnen unter modernen Bedingungen. Die persönlichen und sozialen Determinanten der geistigen und intellektuellen Erziehung und Ausbildung im System der Fortbildung werden aufgezeigt. Die historischen und vergleichenden Aspekte in Theorie und Praxis der geistigen und intellektuellen Erziehung und Ausbildung werden analysiert. Die praktische Bedeutung der Entwicklung des geistigen und intellektuellen Potenzials der am Bildungsprozess Beteiligten wird hervorgehoben. Das Buch richtet sich an Wissenschaftler, Lehrer, Studenten der Sekundarstufe I und II, Studenten verschiedener Hochschulstufen, Methodiker, Manager, die Öffentlichkeit und Eltern.

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ОСОБИСТІСНО-ЕГІТАРНИЙ ПІДХІД ДО ПРОБЛЕМИ ДУХОВНО-ІНТЕЛЕКТУАЛЬНОГО ВИХОВАННЯ МАЙБУТНІХ ФАХІВЦІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

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PERSONAL-EGALITARIAN APPROACH TO THE PROBLEM OF SPIRITUAL-INTELLECTUAL UPBRINGING OF FUTURE PROFESSIONALS OF THE NEW UKRAINIAN SCHOOL

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У статті крізь гендерний дискурс представлено концептуальну модель формування егалітарної особистості майбутніх педагогів НУШ на засадах «педагогіки партнерства» та гуманістичної «матриці» філософсько-педагогічної спадщини, особистісно-егалітарного підходу як різновиду гендерного та особистісно орієнтованого, експериментально доведено її ефективність. Здійснено теоретико-методологічний аналіз означеної проблеми з позицій національної психологічної науки.

Теоретичний аналіз вітчизняної філософсько-педагогічної спадщини дав змогу виявити унікальну «педагогічну матрицю» гендерної освіти та виховання, що стало ідейним підґрунтям для впровадження сучасних стандартів рівноцінності статей в освітній процес вищої школи; удосконалення науково-методичного забезпечення психолого-педагогічного супроводу майбутніх фахівців НУШ гендерно-орієнтованими дисциплінами та курсами на принципах дитиноцентризму, студентоцентризму, академічної доброчесності, інтеграції компетентнісного, особистісно-егалітарного та суб'єктно-вчинкового підходів.

У контексті людиноцентристської парадигми визначено вихідні положення особистісно-егалітарного підходу як базової стратегії егалітарної соціалізації та виховання, що охоплюють реалізацію ідеї рівноправ'я статей та їх взаємозамінність; індетермінацію біологічною належністю гендерних ролей; утвердження егалітарного світогляду: гендерну компетентність як обізнаність із нормативами статевої поведінки, гендерну чуйність як створення умов для повноцінного розвитку представників різної статі попри гендерні стереотипи та упередження, здатність розв'язувати проблеми навчання і виховання з позиції егалітарної ідеології та толерантність як повагу до основоположних прав та свобод людини. Доведено, що впровадження особистісно-егалітарного підходу у зміст навчально-виховної роботи освітніх закладів є детермінантою розширення культуротворчого ментального простору всіх учасників педагогічної взаємодії.

Дано авторське визначення егалітарної особистості майбутнього педагога як суб'єкта самотворчості, відкритої, самодостатньої, гендерно компетентної особистості, яка сповідує принципи рівноцінності та паритетності статей у особистісному і професійному життєздійсненні. Позитивний досвід поширення егалітарних настановлень в умовах сьогодення дав змогу довести, що особистість педагога виступає суб'єктом історіокультури, свободотворчості, націєтворення. Реалізація філософії концепції Нової української школи у освітньо-професійній підготовці майбутніх педагогів як ключової фігури у формуванні егалітарно-освітнього, безпечного, недискримінаційного середовища є системотвірним складником гуманізації національного освітнього простору.

Ключові слова: егалітарність, гендер, людиноцентризм, гуманізм, особистість, педагог, НУШ.

The article presents a conceptual model for developing an egalitarian personality among future teachers of the New Ukrainian School through gender discourse, based on «partnership pedagogy» and the humanistic «matrix» of philosophical-pedagogical heritage, integration of competency-based, personal-egalitarian, and agency-effectiveness approaches, with experimental evidence proving its effectiveness. A theoretical and methodological analysis of the issue has been conducted from the standpoint of national psychological science.

The theoretical analysis of the national philosophical and pedagogical heritage revealed a unique «pedagogical matrix» of gender education and upbringing, which became the ideological basis for the implementation of modern standards of gender equality in the educational process of higher education institutions; improvement of scientific and methodological support for the psychological and

pedagogical guidance of future specialists of the New Ukrainian School using gender-oriented disciplines and courses based on the principles of child-centeredness, student-centeredness, and academic integrity.

In the context of the anthropocentric paradigm, the fundamental principles of the personal-egalitarian approach as a basic strategy for egalitarian socialization and education have been defined, encompassing the implementation of the idea of gender equality and interchangeability; indetermination of gender roles by biological affiliation; and the establishment of an egalitarian worldview: gender competence as awareness of the norms of gender role behavior; gender sensitivity as creating conditions for the full development of individuals of different genders despite gender stereotypes and prejudices, the ability to address problems of education and upbringing from the perspective of egalitarian ideology, and tolerance as respect for fundamental human rights and freedoms. It has been demonstrated that implementing the personal-egalitarian approach into the educational content of educational institutions is a determinant of expanding the culture-forming mental space of all participants in pedagogical interaction.

This authorial definition presents the egalitarian personality of a future educator as a subject of self-creativity, open, self-sufficient, and gender-competent, adhering to the principles of equivalence and parity of genders in both personal and professional life. The positive experience of spreading egalitarian views in contemporary conditions has proven that the educator's personality acts as a subject of historical culture, freedom-creation, and nation-building. Implementing the philosophy of the New Ukrainian School concept in the educational-professional preparation of future educators as a key figure in forming an egalitarian, safe, non-discriminatory environment is a system-forming component of humanizing the national educational space.

Keywords: *egalitarianism, gender, education, anthropocentrism, humanism, personality, educator, New Ukrainian School.*

In the context of contemporary challenges within the human-centric paradigm, and in the execution of the «New Ukrainian School» Concept, the National Strategy for the Development of a Safe and Healthy Educational Environment in the New Ukrainian School, the State Strategy for Ensuring Equal Rights and Opportunities for Women and Men until 2030, and the Gender Equality Strategy in Education until 2030, there emerges an urgent task to search for innovative technologies in the educational-professional training of future specialists of the NUS to create a humanitarian, egalitarian-educational, non-discriminatory, safe, and child- and youth-friendly environment. This environment, functioning in adherence to the principles of parity and equivalence of genders, ensures the comprehensive development of the individual regardless of gender, age, capability, race, culture, religion, ethnicity, etc., shaping their «future life trajectory» (V. Kremen) [5; 11].

The psychological preparation of a competent, motivated, and competitive teacher as a key figure in the national school becomes particularly important in terms of his professional activity, as it guarantees the successful implementation of the pedagogy of collaboration, ideas of variability in educational content, its individualization and differentiation, realization of the philosophy of the New Ukrainian School concept, and ensuring a new safe educational environment, where a child would feel protected, safe from violence, bullying, and humiliation [2; 7; 8; 10; 12; 13; 18].

According to the President of NAPS of Ukraine V. Kremen, the objective logic of modern social, political and cultural life is transforming humanism and philosophical anthropology into a new type of worldview - anthropocentrism. The scholar emphasizes that «the culture of child-centrism and innovativeness should determine all the activities of a modern teacher, both at school and beyond» [11, pp. 412-413]. Words of V. Sukhomlinsky echo as a refrain: «Only humanity and democracy will create a qualitatively new education» [17].

G. Ball points out that the pressing task of modern science becomes «not so much the development of increasingly sophisticated means of satisfying the permanently growing human needs, but rather the prevention of avalanche-like growing social diseases (cruelty, cynicism, genocide, sadism, terrorism, etc.), and among the tasks of human studies, the leading place should be given to the comprehensive study of a modern individual as a phenomenon of unique significance» [1, p. 25].

The large-scale invasion of Russia into Ukraine has led to numerous crimes against national security, threatening the lives, health, and well-being of the peaceful Ukrainian population [14]. Creating a secure, non-discriminatory, health-preserving educational environment is essential, as war conditions have significantly deteriorated the psycho-emotional state of both students and teachers, as evidenced by the results of a study on the quality of the educational process carried out under war conditions during the 2022/2023 academic year, conducted in December 2022 - January 2023 by the State Service for Quality of Education of Ukraine supported by the «Preserving Access to School Education» initiative, implemented by the «Government Reforms Support in Ukraine» (SURGe) project: «There has been a deterioration in the psychological state of learners over the past year. The number of students who feel anxious, tense, has almost doubled compared to the beginning of February 2022, and the number of tired students increased by one and a half times. At the same time, in each category, the number of those who feel safe, calm, energetic, and happy decreased by 20%» [19]. Educators define key challenges for the educational process under war conditions as unstable learning conditions, limited ways of organizing educational activities, decreased motivation, and unstable psycho-emotional state of students and teachers.

Experts from the Institute of Social and Political Psychology, while revealing the technological aspects of supporting educational reform in Ukraine, emphasize first of all the development of partnership interaction of all

subjects of the educational process of the New Ukrainian School and the formation of positive self-concept of the teacher as the foundation for constructing the partnership interaction of NUS [12].

According to scholars, the psychological richness of the «New Ukrainian School» (NUS) concept is revealed through its main positions, such as a modern interactive educational environment that extends beyond educational institutions; individual learning trajectories for students considering their needs and personal psychological characteristics; partnership interactions among all participants of the educational process, including parents of children; assessment and monitoring of learning outcomes as qualities, values, and competencies of students; recognition of the goal of the New Ukrainian School to graduate a developed individual, patriot, and innovator [12, pp. 8-9].

The new educational content aims to develop qualities, values, and competencies in students that are necessary for future self-realization in society, professional field, personal, and civic life. It is intended to build moral and emotional-volitional qualities, qualities of intellect, as well as professionally important qualities – everything that characterizes a graduate as an individual.

The New Ukrainian School involves a comprehensive educational process that shapes values (the individual: their dignity, rights, and responsibilities; Ukraine, Ukrainian language, and culture; civic engagement and responsibility, etc.). The outcome of schooling should be «a patriot with an active stance, who acts according to moral and ethical principles and is capable of making responsible decisions, respecting human dignity and rights» [13, p. 6].

The «NUS» (New Ukrainian School) concept outlines 10 key competencies that students are expected to develop: 1) communication in the state (and native if different) languages; 2) communication in foreign languages; 3) mathematical competence; 4) basic competencies in natural sciences and technology; 5) information and digital competence; 6) learning to learn throughout life; 7) initiative and entrepreneurship; 8) social and civic competence; 9) awareness and self-expression in the field of culture; 10) ecological literacy and healthy living [13, pp. 11-12]. Ultimately, a school graduate should be an innovator, capable of changing the world around, understanding and improving themselves, being competitive in the modern labor market, and learning new things throughout their life.

An important task in building a new Ukrainian school is to form a system of universal human values in students - moral and ethical (dignity, honesty, fairness, care, respect for life, respect for oneself and other people) and socio-political (freedom, democracy, cultural diversity, respect for the native language and culture, patriotism, respectful attitude to the environment, respect for the law, solidarity, responsibility) [2; 12; 13].

The implementation of the principles of partnership pedagogy (respect for individuality; kindness and positive attitude, trust in relationships, dialogue - interaction - mutual respect, distributed leadership, voluntary commitment, equality of parties, and obligation to fulfill agreements) depends on all participants of the educational process, but the leading role belongs to the teacher. It is particularly the teacher, especially the class tutor, who influences the socio-psychological climate in the classroom, the motivation for learning and student activity, the interest of parents in educational issues, and their participation in the life of the school etc [12, p.15].

Today, the quality preparation of future professionals of the New Ukrainian School depends on their study of gender theory, acquiring gender competencies and competences, which is relevant to the state policy of gender mainstreaming (gender mainstreaming policy) of the EU countries as a systemic strategy for creating equal opportunities for women and men, overcoming the asymmetry of ensuring equal rights and opportunities of women and men, and discrimination based on gender in all areas of social life.

In the context of the human-centered paradigm, the «ideology of self-determination» for youth (V. Kremen), including its gender aspects, is an important priority for the humanization of the educational process. Its foundations are laid in the ideas of the «native language duty» (I. Ogienko), «kindred work» (H. Skovoroda), in the content of the «pedagogical matrix» of Ukrainian education (H. Vashchenko, M. Dragomanov, S. Rusova, V. Sukhomlinsky, K. Ushynsky) as a worldview factor of egalitarian consciousness of future professionals in socio-economic professions – a key figure in building an egalitarian educational environment.

As noted by I. Bech, current education reforms are implemented based on the ideas of the meaningful value existence of a person, according to the logic of her evolutionary development. This logic involves the full-fledged intellectual and spiritual development of each individual, her comprehensive creative self-realization. ... In modern culture, the focus is on human-centered ideas; ideas of human dignity are cultivated. The culture of dignity directs pedagogy to the meaningful and value-based foundations of human life, her existential essence [3, pp. 15-16].

Scientists assert that the methodological foundations of anthropocentrism matured directly in the historical-pedagogical process and ethno-psychological timeline, symbolizing the inheritance of the nation's historical age. In Ukrainian historiography, the dominant gender feature of Ukrainians has always been respect for the will of women, partnership of sexes, individualization of characters beyond sexual affiliation, mutual trust, and «border-centeredness» in intersexual relations (H. Skovoroda, P. Yurkevych). Components

of the Ukrainian gender code include a combination of the Mother archetype, the cult of the feminine principle as a carrier of spiritual culture with androcentrism and self-sufficiency of Cossacks.

In the opinion of M. Boryshevsky, «an analysis of the psychological and socio-psychological features of national consciousness and self-consciousness of the individual, as well as other related phenomena (specifically the national idea), show their close relationship or even organic involvement in the individual's worldview orientations, as well as in her spiritual realm» [4, p. 322-323].

Personal representation from a gender perspective concerns first and foremost the individual's self-determination in the sphere of traditional (dominant, patriarchal) and egalitarian (based on equality and interchangeability of sexes in performing social roles) cultures, revealing psychological mechanisms of building egalitarian relationships in subject-to-subject interaction, overcoming traditional gender stereotypes and limitations, etc. [6; 7; 10; 18; 20].

The foundation for creating an egalitarian-educational environment rests on the leading ideas of humanistic-existential psychology and humanistic philosophical-pedagogical heritage, the integration of competence, gender and personally-oriented, their variety – personally-egalitarian, subject-action and student-centered approaches.

The theoretical analysis of the national philosophical-pedagogical heritage (G. Skovoroda, V. Sukhomlinsky, G. Vashchenko, M. Dragomanov, S. Rusova, A. Makarenko, K. Ushinsky, and others) has revealed a unique pedagogical matrix of gender education and upbringing, a positive experience of promoting egalitarian attitudes in current conditions, which became an ideological basis for implementing modern standards of gender equality in the educational process; improving the scientific-methodological support for the psychological support of future NUS professionals by gender-oriented disciplines and courses, to show that the individual acts as a subject of historical culture, freedom-making, nation-building.

In particular, the pedagogical views of the outstanding Ukrainian philosopher Grigory Skovoroda on ethics, moral equality of a person as the basis of a fair social structure, characterized by humanism, democratization, patriotism, combined with spiritual education of children, are of great importance for the development of children's natural abilities, comprehensive and harmonious upbringing of youth, combination of mental and physical development, etc., consistent with the key principles of the New Ukrainian School [2; 12; 13].

The idea of high ethics, moral equality of a person elevates the creativity of G. Skovoroda to the level of the best representatives of enlightenment at that time and is relevant today. The modern understanding of the most

complex phenomena of Skovoroda's teaching in the context of the psychology of «genesis implementation» of S. Maximelenko's personality allows to set another «point of reference» for the development of the individual in anthropological, onto-gnoseo and axiological scientific perspectives. A person with high dignity who cares for the «body and soul» and defends «freedom» - spiritual, social, and national freedom - is the ideal of a person for the Ukrainian philosopher. Skovoroda's «philosophy of freedom», according to the distinguished modern philosopher M. Popovich, must become the key national idea in building a modern society in Ukraine, as «freedom», «justice», and «solidarity» are the basic values of modern society [15, pp. 311-331].

The worldview of Hryhoriy Skovoroda on the ideal social order, a «spiritual republic» with equal relations among people, dominance of love, equality, justice, goodness, embodies the Ukrainian national idea of fostering a new person through self-discovery, the ability to understand oneself, determine one's life path, find and take a worthy place in society [8; 9].

Guidelines for gender education are given by the words of the outstanding educator V. Sukhomlinsky, who can rightfully be called an innovator of gender pedagogy and psychology: «The education of real men and real women begins with the formation of civic qualities of personality» [17, p.556]. One can only marvel at the insight of his views on the issue of gender equality, which truly anticipated the time: «Fear like fire, so that girls feel: we are weaker, our fate is to submit» (highlighted by us). Boys are inspired by the fact that there are girls near them. It's shameful to cry because it's hard because there's a girl next to you. But still, her place in the war game is special. The hardest work is done by men. But if a man shows weakness, a woman will immediately replace him, show what she is capable of» [17, p. 561-563]. Aren't these words of the educator resonating with the modern thesis of gender pedagogy: «Girls and boys have a lot in common and little different?», «Different, but equal?».

Not less relevant for the development of egalitarian orientations of educators are V. Sukhomlinsky's thoughts on the upbringing of girls: «Firstly, it is necessary for every girl to be brought up as a distinct and brightly expressed personality, for all girls without exception to find even the thought of remaining unnoticed, passive, weak-willed unbearable. The orientation of girls-women to active participation in social production, rather than the passive role of a housewife, to the passive limitation of her sphere of activity by caring for children - this is very important in that general tone that should characterize the spiritual life of the school. Being a mother, being an educator of children is a proud and honorable mission, but when this is the only activity of a woman - she will be a dependent being» [17, p. 573].

The gender discourse directs educators: «It is necessary to organize the activity of the team in such a way that there are no specifically male and specifically female types of activity (however, this does not mean that boys and girls have to share even the hardest physical work). «Girls must live an active civic life, too much focus on oneself, immersion in one's inner spiritual world ... leads to the fact that in the years of early adolescence a girl becomes defenseless when she has to defend her honor and dignity» [17, p. 350]; «To prevent our women from becoming educated, intellectually rich slaves is one of the very important tasks of the school» [17, p. 570].

The guidelines of N. Rusova, the founder of Ukrainian preschool education on forming an independent personality in the context of gender and national education can be considered as a consonant: «Individualistic pedagogy takes into account not only the individual structure of the child but also everything that is naturally inherent in her from the environment; it respects the national and social conditions in which the child grows and strengthens their influence. National education is a certain basis for strengthening the moral forces of the child and renewing, reviving the soul of the nation. ... it develops in a person not a double-edged morality, but a strong, complete personality»; and further «...to educate a harmonious person...: 1) education must be individual, adapted to the nature of the child; 2) national; 3) must correspond to the socio-cultural demands of the time; 4) be free, independent from... government demands, on the basis of public organization» [16, p. 43–44].

Classic educators emphasized the social need for educational institutions to promote values of social gender equality, on the importance of their «investment» in the content of the educational process of educational institutions. Therefore, the revival of mentality, progressive ethno-traditions, and the implementation of innovations are important factors in the formation of an egalitarian educational environment as gender-fair, non-discriminatory, safe, and friendly to children and youth, in which the child would feel protected, safe from violence, bullying and humiliation [2; 6; 7; 8; 10; 18; 20].

Indeed, egalitarian socialization resonates with the practice of personally oriented (non-violent) approach in education as the most progressive and productive community of equal individualities of different genders. In this sense, the initial provisions of the personal-egalitarian approach as a basic strategy for socialization and education encompass the implementation of the idea of gender equality and their interchangeability; indetermination by biological affiliation of gender roles; affirmation of an egalitarian worldview: gender competence as awareness of normative gender-role behavior, gender sensitivity as the creation of conditions for the full development of representatives of different sexes despite gender stereotypes and prejudices, the ability to solve learning and education

problems from the position of egalitarian gender ideology and gender tolerance as respect for the fundamental rights and freedoms of a person [7; 8; 10; 18; 20].

We view an egalitarian personality as a subject of self-creation, open, self-sufficient, gender-competent personality, who adheres to the principles of equality and parity of sexes in personal and professional implementation [7].

Through many years of experience in teaching gender disciplines and the activities of the Research Center for Gender Education and Upbringing issues of pupils and youth of the National Academy of Pedagogical Sciences of Ukraine - Ternopil National Pedagogical University named after V. Hnatiuk, innovative technologies have been developed for the implementation of psychological and pedagogical support for the professional formation of future specialists in socio-economic professions on the principles of gender equality (interactive methods of social-psychological training; educational training programs etc). Among the tasks of the educational course for city educators «Open Educational Studios: Creating a Space for Respect for Human Rights in the Educational Environment» is the training, qualification improvement and support for educators in the field of human rights; increasing their awareness of human rights in accordance with the guiding principles of education in the field of human rights, international and national quality standards of education; teacher's acquisition of competencies in planning educational policy and programs in the field of human rights in formal and non-formal education, providing psychological, pedagogical and professional consultations in the field of human rights.

In the context of implementing the Road Map for Gender-Fair Environment in Ukraine, the International Scientific-Practical Conference «Modern Strategies for Gender Education in the Conditions of European Integration» was held (2020). Through the prism of gender discourse, researchers and practitioners outlined the priority directions of national education policy of equality in the conditions of European integration [18]. 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), the results of 20-year cooperation with the National Academy of Pedagogical Sciences were summed up on the development and experimental substantiation of the egalitarian ideology of educational practices in the socio-humanitarian space as a strategic direction of implementing the state gender policy.

Searching for effective mechanisms of social partnership «school - family - community», pedagogy of cooperation, ensuring an atmosphere of respect for human rights among all participants of the educational process,

substantiating the principles of egalitarian ideology is a system-forming component of humanizing the educational space of a modern national school for predicting the leveling of opportunities for self-realization of the young generation in order to «join the globalized «We» and at the same time preserve their own unique life world, a sense of their own national «I» (M. Popovich).

Therefore, the theoretical analysis of the specified problem in the anthropocentric paradigm confirmed its relevance and multifacetedness. From the position of humanistic-existential psychology and philosophical-pedagogical «gender matrix», a conceptual model of formation of an egalitarian educational environment based on parity and equivalence of sexes on the way to building a parity democracy in Ukraine, shaping a democratic worldview of a new generation of citizens of Ukraine, to live together in equality and dignity, peace and harmony in united Europe, has been developed and experimentally confirmed.

We see the prospects for further research in exploring effective ways to prepare the new generation of educational personnel to create an egalitarian, safe, discrimination-free environment for children and youth.

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