

GENDER COMPETENCE OF TEACHERS: ESSENCE AND COMPONENTS

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According to the definition of competence in the New Ukrainian School (NUS) [1], gender competence of teachers is a dynamic combination of knowledge, skills, abilities, ways of thinking, attitudes, values, and other personal qualities that determines the ability of teachers to successfully to carry out professional activities that promote gender equality. Components of gender competence: cognitive (knowledge) - knowledge of legislative and regulatory acts governing gender equality in Ukraine, provisions and essence of gender approach in education, current trends and problems of gender equality in society, forms and methods of gender education, peculiarities of gender socialisation, mechanisms of action gender stereotypes; Operational (skills and abilities) - recognising gender aspects of problems aspects of problems, selection of appropriate gender-sensitive educational content, dissemination of gender knowledge through the use of adequate methods, tools, etc. organising lessons and extracurricular activities on the basis of gender equality; behavioural skills aimed at promoting the idea of gender equality equality; behavioural skills aimed at promoting the idea of gender equality; value (attitude) - personal attitude to the issue of gender equality, understanding of its importance, as well as to such concepts gender role, gender identity, gender stereotypes; recognition of the need to achieve gender equality in society. Let's take a closer look at each component.

1. Support for the child's individuality the ability to perceive the uniqueness of the child and promote his or her development regardless of gender and promote their development regardless of their gender, sexual orientation, gender identity and common gender stereotypes. It is important for teachers to be aware of the fact that all people are different. Understanding the diversity of human society is a fundamental value of a democratic society is a basic value of a democratic society. It is important to understand the characteristics of a particular child - needs, abilities, inclinations and help them build their own developmental trajectory, rather than fitting them into existing stereotypes. In addition, you need to pay attention to how a child's gender is superimposed on other characteristics, such as race or ethnicity, disability, sexual orientation, family type and social and economic status. It is important for teachers to understand the gendered aspects of the socialisation of children of different ages. It is also necessary to distinguish between the causes of gender stereotypes, the nature of their influence on the formation of the worldview of children and young people, and the need to abandon them, as they harm the free development of girls and boys. It is important for teachers to identify and neutralise their own stereotypes and to build an inclusive educational process, select methods and forms of teaching without gender stereotypes.

2. Using gender-sensitive communication is the ability of teachers to communicate information verbally and non-verbally in a way that supports equality. The use of gender-sensitive communication is considered a prerequisite for gender competence, as it facilitates teachers' ability to understand and meet the needs of each child and family without transmitting gender stereotypes. Traditionally, in the Ukrainian language, the masculine gender has been used as a generic gender, that is, one that applies to both men and women. For example, when addressing a multi-gender audience, a teacher or teacher often uses the form 'pupil', meaning not only

male but also female pupils. That is, women and girls in language often exist 'by default', we can say that they are invisible in language. Language structure is a reflection of the inequalities that exist in society. It emphasises the inferiority of women in the public consciousness. Therefore, in order to achieve gender equality, it is important to use gender-sensitive communication, including the use of feminine gender-specific terms. The masculine gender of occupations is a staple in our language. This is historically due to the fact that women have not been represented in public space for a long time space, i.e. they were not engaged in paid work. But now women are actively working in all sectors of the economy, and the names of professions remain mostly in the masculine gender, which again makes women 'invisible' in the language.

Currently, the new version of the Ukrainian spelling (2019) has enshrined the use of feminine gender-specific terms, but although the media regularly uses feminine gender-specific terms, ordinary Ukrainians often say that they 'cut their ears'. It is important for teachers to promote the idea of using feminine titles. They should use common feminine titles (teacher, educator, artist, singer, nurse, secretary, cleaner) and be able to create and new ones (manager, pilot, sociologist, deputy, politician, policewoman, minister) and be an example for students.

Another sign of gender-sensitive language is the absence of gender stereotypes and sexism. It is important to avoid generalisations such as 'all women want to get married' or 'men are better at technology', 'all boys are troublemakers'. When talking about your own experience, you should not generalise, because it is not representative. It is also important to evaluate the child's specific behaviour of the child, not the personality, and even with reference to gender. For example, if a boy and a girl had a fight during recess, you should give a negative assessment of such behaviour and emphasise the inadmissibility of aggression and the futility of resolving conflicts through force and fighting. Do not say: 'You are a girl, how could you get into a fight' or 'You are a boy, how can you insult girls'.

When communicating, it is important to pay attention to the form of addressing boys and girls. Think about how you call boys and girls. Do you address them all by their first name or surname? Perhaps you use a pet form for girls and a boys by their last name? It's important to do it the same way (by first name or last name) and demonstrate their equality. These things matter and, on a subconscious level, convey information to students about attitudes and expectations of girls and boys.

Special attention should be paid to communicating with adolescents with different gender identities. It is better to ask how the person would like to be addressed (he/she, he/she or they). If you make a mistake when addressing someone, do not make a tragedy of it, just apologise. In any case, you should remember that the main thing in communication is respect for the person, regardless of the pronoun they choose to refer to themselves. In addition to language, it is important to pay attention to postures and gestures during communication. Do they contain aggression, arrogance or sexual overtones? The following are unacceptable: violating a person's personal boundaries when you come closer than a metre; hovering over a person sitting at a table/ desk clenching your fists, etc. When communicating, you should use open postures and gestures, demonstrating that you are not hiding anything and are ready for open communication.

References

1. <https://uied.org.ua/nova-ukrayinska-shkola-klyuchovi-kompetentnosti>