

УДК 378.091.212:305

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## GENDER APPROACH TO EDUCATION ORGANIZATION IN HIGHER MILITARY EDUCATIONAL INSTITUTION

*The article is devoted to the urgent issue of conceptualizing the gender approach over the training of military specialists at a higher military educational institution. The modern scientific views on the essence of gender and gender policy to the Armed Forces of Ukraine are analyzed, the necessity of its realization in the system of military specialists training with higher education has been proved. It was found that the transition to a competent educational paradigm and NATO standards prompts the necessity for the introduction of a new model of educational process in higher military schools based on a gender-based approach, which should consist of coherent and mutually determined structural components such as: target, motivational, inductive, axiological, resource, sub Activity-based, technological, control-corrective and productive one. Based on the conducted survey, the effectiveness of the designed model depends on compliance with a set of principles and approaches to its practical implementation. The psychological and pedagogical conditions that provide productive gender interaction in the educational process of the higher military educational institution have been set.*

**Key words:** educational process; gender; gender approach; gender equality; gender interaction; gender policy; higher military educational institution.

<https://doi.org/10.28925/1609-8595.2019.1.1116>

**Foreword.** One of the main tasks of reform towards the domestic security and defense sector is the provision of gender equality to the Armed Forces of Ukraine. According to the Laws of Ukraine «On Ensuring Equal Rights and Opportunities for Women and Men», the Decree of the President of Ukraine «Annual National Program under the auspices of the Ukraine-NATO Commission for 2018» the implementation of initiatives for the establishment of gender interactions in higher education is fully supported by the North Atlantic partners (NATO). Implementation of the gender approach in a higher military educational institution (HMEI) requires two key objectives: the inclusion of legal issues related to gender equality regarding military-vocational training curricula; the formation of servicemen's gender culture and the updating of a modern model of training military professionals according to NATO standards, in particular in terms of ensuring gender equality. Therefore, the relevance of proposed intelligence, its theoretical and applied meaning for the further development of pedagogical science and training practices at the higher military educational institutions can be explained by these terms.

**The purpose of the article** – is to reveal the essence of the gender approach onto education sphere, to substantiate the model of educational process organization.

**Publications analysis.** The methodological basis of the raised issue is the scientific research, in which the essence of gender interaction and gender in general was explored (L. Males, T. Melnyk, S. Shakirova, Z. Shevchenko and others), the necessity of introducing a gender approach towards modern practice of training specialists with higher

education was substantiated (O. Bondarchuk, T. Govorun, O. Kikinezhdii, O. Nezhinska, etc.), theoretical and applied aspects of constructive gender relations (T. Bendas, M. Butovska, E. Ilyin, M. Kimell, O. Leontiev, V. Tatenko and others) are revealed; peculiarities of gender approach applications in various spheres of vital activity within modern society, in particular, in military education (E. Board, B. Balon, A. Vitchenko, J. Keller, N. Klymenko, L. Krymets, V. Osodlo, S. Salkutsan and others).

Modern scholars consider the gender as a «social and cultural symbolical structure of the gender, intended to define a concrete associative relationship, to provide full-fledged communication and to support social order» (Shevchenko, 2016, p. 45), «a system of values and norms, modeled by society and supported by social institutions and characteristics of male and female behavior, lifestyle and standpoints, roles and relationships between women and men, acquired by them as individuals during the socialization process, which is primarily determined by social, political, economic and cultural contexts of being and captures the concept how exactly woman and a man are depending on their gender» (Fundamentals of Gender Theory, 2004, p. 11).

The key factor over Ukrainian society democratization and reform with regard to Armed Forces of Ukraine is the gender policy. The main objective, according to T. Martseniuk, should be «to ensure the effective implementation of a gender-based approach to the vital functions of the troops by creation guarantees of equal rights and opportunities regardless of person's gender» (The Invisible Battalion, 2015, p. 26). Idea of «optimizing gender policy to the Armed Forces through «the development of cultural, disciplinary and educational work with the Ukrainian people and

military servicemen in order to create a gender culture of the individual, development of humanitarian and educational activities in this area – becomes more relevant for our future study» (Invisible Battalion, 2015, p. 27).

We share the opinion of A. Vitchenko, V. Osodlo and S. Salkutsan (2016), towards the urgency of restructuring the educational process in the Secondary School on the basis of andragogical principles, taking into account the specifics of adult education and upbringing, caused by gender peculiarities, the nature of self-perception and self-evaluation, the motivation of educational and cognitive activity, the system of values, the presence of life and professional experience (p. 194).

A prominent phenomenon over development of the higher military educational institutions modern stage is the active implementation of the gender perspective, which is explained by the strategic objectives of «achieving gender equality in the armed forces by increasing the attraction of women and men to the appointment of missions at all levels in order to take into account the interests and experience of both sexes» (Krymets, 2018, p. 74). In the article by N. Klymenko «Women-servicemen in Ukraine» (2014), the responses of military units and sections commanders are presented, which testify about the presence of significant positive moments during the military service of women. In particular, according to colleagues' estimations, women show extraordinary efficiency, discipline, responsibility for a trusted business, and high professionalism. As the scientist observes, the presence of women on the military service can significantly mitigate the morale and psychological atmosphere in the military, encourages commanders and bosses to be more restrained, and contributes enhancing the culture of mutual relations between servicemen (Klymenko, 2014, p. 118).

The experience of establishing gender interaction in military education has been accumulated by scientists from the International Security Cooperation Organization, which binds security research among 60 countries. For the purpose of disseminating innovative developments, the Partnership for Peace Consortium Working Group on the Development of Military Training has developed a Handbook on «Teaching Gender in the Military Field» with practical recommendations for teachers and experts on Gender Issues and Security of NATO and Partner countries (Handbook on Teaching Gender in the Military, 2016). Researchers are convinced that the introduction of gender educational content within military educational institutions should be directed towards the formation of a modern multicultural outlook, the education of a non-discriminatory culture of behavior and democratic values. Among the guiding principles that will ensure the benefits of gender equality and partnership, the andragogical principle of relying on the life and professional experience of active students is also determined.

Domestic researchers interpret the gender approach in education as a «complex of measures for the organization of the educational process and its management on the basis of gender equality, in which it is possible to organize knowledge of reality in order to avoid the opposition and «obvious» inequality of male and female personal features, the way of thinking, behavioral peculiarities that affirm the relationship

between biological sex and some social achievements (Fundamentals of Gender Theory, 2016, p. 477).

The implementation of gender approach to the educational process of higher military educational institution can be explained due to the necessity to overcome the existing gender and gender differentiation into society and armed forces, also ensuring successful socialization of the individual, establishing interpersonal interaction and communication, through which the idea of male and female arises as the basic categories of social order which has been already established, confirmed and reproduced (Tatenko, 2004, p. 41).

However the system of gender education at the higher military educational institution has not been established even until recent time; a number of theoretical and technological issues of organizing the educational process in the secondary schools on the basis of gender approach has not been resolved, which in turn confirms the prospect of developing an impaired problem for pedagogical science and higher education practices.

**Presentation of basic material.** Achieving gender equality in the Armed Forces of Ukraine, raising the culture of constructive gender relations between servicemen, provides for the elimination of sexual discrimination in higher military educational institutions, the main purpose of which is to form a new generation of military leaders who are ready for the practical implementation of gender-based approach within military reality.

The transition to a competent educational paradigm which is a system for training military experts according to NATO standards, explains the urgency of the justification of a new model of educational process in the Secondary Education High School on the basis of the gender approach (Figure 1), which should consist of coherent and mutually agreed structural components such as: *target* (training goals), *motivational* and *stimulating* (motivation, stimulation), *axiological* (values), *resource* (conditions, content), *subjective* and *pragmatic* (subjects, types of educational activity and gender interaction), *technological* (interactive tools), *control* and *correction* (control and adjustment of learning outcomes), *effective* (in terms of learning outcomes competences).

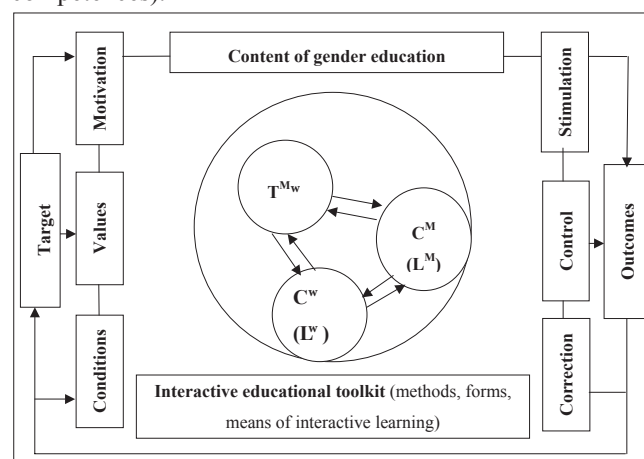


Figure 1. **Model educational process in a military educational institution based on interactive gender interaction** (where T – teachers, C<sup>M</sup> (L<sup>M</sup>) – cadets and listeners men, C<sup>W</sup> (L<sup>W</sup>) – cadets and listeners women)

The effectiveness of the designed model depends on compliance with the set of principles and approaches to its practical implementation. The author's model is based on the gender approach, which provides productive gender interaction within the educational process in conjunction with other leading methodological approaches: subject (subjective), axiological, environmental, communicative and pragmatical, developmental, competence one.

The grounds of the proposed model are general (systematical, developmental, consistencial, continuity model, flexibility model, problematical, connection of theory with practice, etc.) in addition to specific principles:

- *Persuasiveness* – requires from the subjects of learning meaningful efforts to adjust their own ideological positions, the formation of gender consciousness towards the process of independent cognitive activity;

- *compensatory* – involves compensation (addition, replacement) of the underdeveloped or implicitly expressed, well - formed quality (property) of the subject of learning another – authentic or similar;

- *gender equality* – aimed at «ensuring equal opportunities, rights and responsibilities of women and men during military service» (Krymets, 2018, p. 23–24), avoiding any manifestations of discrimination, acts of discrimination and gender-based privileges;

- *Interactivity* – which involves establishing active interaction of all participants in educational activities, their direct focus on mastering methods of interaction on the basis of gender equality;

- *Subjectivity and intersubjectivity* – ensures recognition of cadets (listeners) as equal subjects of the educational process, able to use acquired professional, skills, experience for establishing inter-gender interaction;

- *non-repressive consciousness (tolerance)* – aimed at ensuring the freedom of participants to statemental teaching, overthinking, creative activity, tolerance in interpersonal interaction and communication, to have a respect for personal views and beliefs;

- *(in form of dialogue)* – involves establishing interpersonal dialogic communication for equal sharing of thoughts;

- *reflexivity* – determines the necessity for subjects to understand the achievements and problems of their subjects, and to develop the ability to self-examination in participants of gender interactions.

The success of educational organisation process in the Internal Affairs Center on the basis of a gender approach depends on a well-thought-out motivation basis for the activity of those who are studying the formation of their respective values.

The key motivators for the gender interaction of students (listeners) include the desire for self-improvement and career growth, interest in achieving life and professional success, attempts to expand their cognitive interests and satisfy them, increase their own competitiveness, gain experience of productive communication with representatives of the opposite sex. The last notion determines the necessity for gender interactive learning and guidance.

The axiological basis of gender interaction towards the

educational process of the Second World War should be a system of coordinated and interrelated values: national and universal; personal, social, military and professional. In particular, the NATO Code of Conduct Code directs the North Atlantic Alliance to promote the establishment of the highest level of trust among its members and foresees the formation of unity, loyalty, responsibility, impartiality and professionalism, regardless of gender (NATO Code of Conduct, 2013).

Ukraine's integration into the EU and NATO prompts the necessity to update the content of educational programs in the higher military school on the basis of pan-European values: peace, human dignity, freedom, democracy, legality, human rights, equality, solidarity, tolerance, etc. It is the statement and defense of these fundamental values that determine the essence and direction of the Armed Forces officers' activities, approaches to its preparation in the context of gender educational interaction.

Establishment of constructive gender relations in the HMEI will depend on the availability over a range of subjective and objective factors that will contribute to the achievement of the goals set, taking into account external changing circumstances, challenges and obstacles, internal problems, etc. For this purpose, the following psychological and pedagogical conditions of educational and professional training of military specialists with higher education on the basis of the gender approach were singled out:

- gender sensitivity, partnership nature of the relationship, atmosphere of benevolence, mutual respect and mutual support;

- equality and the same personal responsibility for learning outcomes, interpersonal communication, gender interaction;

- lack of unjustified criticism, prejudice, hidden harassment;

- mutual respect and tolerance;

- setting up all participants for dialogue, mutual understanding, interaction, cooperation, achievement of joint success as the main goal of educational activity;

- transparency, openness, publicity in the discussion of educational issues, democracy in the development of general solutions;

- consideration of life and professional experience of military servicemen, their level of readiness for interactive gender interaction;

- increase motivation for the formation of positive attitudes about gender equality in the educational process.

Formation of cadets' readiness (listeners) of the Secondary Education Center for effective gender interaction should be based on actual educational and professional content, which, in turn, requires scientific substantiation and development of the corresponding content: normative (modules of educational disciplines, trainings for advanced training courses, didactic materials) and diverse (special courses, special workshops, etc.). Taking into account the prospects of professionalization of the Armed Forces of Ukraine according to NATO standards, it is expedient to introduce into the system of military specialists with higher education training – following special courses and seminars: «Actual



questions of implementing gender policy in the Armed Forces (high military educational institutions) taking into account the best practices of NATO member states», «Legal aspects of gender interaction of HMEI educational process subjects», «Problems of establishing constructive gender relations in the process of military-professional communication of students (listeners) of the HMEI».

In order to optimize the training programs of officers, it is expedient to update the content of the social and humanitarian cycle of disciplines by introducing separate educational questions, topics, sections, modules. Among the possible topics we can offer: «Gender aspects of the modern military leader activities» (for discipline «Psychological and pedagogical aspects of the military leader activity»), «Gender features of constructing interpersonal relations in the military team» (for the discipline «Psychology of the higher military school»), «Diagnosis of teacher's professional readiness for establishing a gender interaction in the educational process of the HMEI» (for the discipline «Pedagogy of the Higher Military School»).

The assimilation of the new educational content and achievement of the set goals depends on the technological provision within educational process, the thought-out application of interactive educational tools (methods, forms, means of interactive learning), periodic appeal to interactive learning technologies. In the design of the technological component of the author's model, the classification of interactive learning technologies by A. Vitchenko, V. Osodlo, S. Salkutsan (2016), consisting of four groups (p. 196):

1. Technologies of cooperative learning (interactive learning in small groups) – «Two to four – all together», «Synthesis of thoughts», «Joint project», «Carousel», «Circle of ideas», «Aquarium».

2. Technologies of collective-group training – «Microphone», «Unfinished sentences», «Brainstorming», «Teaching – I will study myself», «Decision tree», case-technology.

3. Technologies of game training – role play, business game, simulation game, etc.

4. Communicative-Dialogue Technologies – PRESS, «Choose a Position», «Changing Position», discussion, debate, conference, etc.

The choice of the appropriate technology of interactive learning in order to establish effective gender interaction

is predetermined primarily by the targeted guidance for the training of Candidates (listeners) of the Second World War according to NATO standards, the level of formation of ideological, moral, value, communicative and other qualities of subjects of the educational process, priorities of their personal and professional development. Properly selected content, methods and means of training will carry out a stimulating function, that would provide the necessary of servicemen reinforcement activities of various types in order to strengthen the interested attitude to gender interaction, communication, awareness of the prospects for further self-improvement.

**Conclusions.** The analysis of the current state and approaches to the organization of the educational process at the higher military school suggests that in modern military education the traditional approach to the training of military specialists, which does not take into account the age, gender characteristics of those who are studying, prevails.

Integration of the Armed Forces of Ukraine into NATO defines the priority directions for the improvement of higher military education according to the North Atlantic standards, among which interactive gender interactions gain special significance. On the basis of the research, the model of educational process organization into the Internal Affairs Center based on the gender approach, which consists of coherent and mutually determined structural components: target, motivational and inductive, axiological, resource, subjective and pragmatical, technological, control and corrective, and effective that is substantiated.

It has been proved that the effectiveness of the implementation of the designed model in the process of educational and professional training of military specialists depends on observance of the set of principles, approaches and psychological and pedagogical conditions. The development of the cadets' readiness of the Second World War to effective gender interaction depends on the consideration in the educational content of the actual issues of gender theory and practice and the technological provision of the educational process.

**The prospects for further research** are in the design of interactive content of gender education for the HMEI, in the development of the algorithm for interactive gender participation among students of the Secondary School in the process of their educational and professional training.

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### ГЕНДЕРНИЙ ПІДХІД ДО ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ У ВИЩІЙ ВІЙСЬКОВІЙ ШКОЛІ

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*Статтю присвячено актуальній проблемі концептуалізації гендерного підходу у вищій військовій школі. Проаналізовано сучасні тенденції впровадження гендерного освітнього контенту у військових закладах країн-членів НАТО та країн-партнерів, визначено концептуальні засади інтеграції гендерних питань у вищій військовій школі. З'ясовано, що перехід на компетентнісну освітню парадигму у системі підготовки військових фахівців за стандартами НАТО зумовлює нагальність обґрунтування нової моделі освітнього процесу у закладах вищої військової освіти на основі інтерактивної гендерної взаємодії, що має складатися з узгоджених і взаємообумовлених структурних компонентів: цільового (цілі навчання), мотиваційно-спонукального (мотивація, стимулювання), аксіологічного (цінності), ресурсного (умови, зміст), суб'єктно-діяльного (суб'єкти, види освітньої діяльності та гендерної взаємодії), технологічного (інтерактивний навчальний інструментарій), контрольно-корегувального (контроль і корегування результатів навчання), результативного (результати навчання у термінах компетентностей). Авторська модель передбачає єдність і взаємозв'язок ключових підходів, що мають забезпечити продуктивну гендерну взаємодію в освітньому процесі, а саме: суб'єкт-суб'єктного, аксіологічного, середовищного, комунікативно-діяльного, розвивального, компетентнісного. На підставі проведеного дослідження встановлено, що ефективність спроектованої моделі залежить від дотримання загальних (системності, розвивальності, послідовності, наступності, гнучкості, проблемності, зв'язку теорії з практикою) та специфічних (персуазивності, компенсаторності, гендерної рівності, інтерактивності, суб'єктності та інтрасуб'єктності, нерепресивної свідомості (толерантності), діалогічності, рефлексивності) принципів до її практичної реалізації. Визначено психолого-педагогічні умови, що забезпечать продуктивну гендерну взаємодію в освітньому процесі.*

**Ключові слова:** гендер; гендерна диференціація; гендерна чутливість; гендерний підхід; гендерні ролі; гендерні стереотипи; інтерактивна гендерна взаємодія; компенсаторність; персуазивність.

## ГЕНДЕРНЫЙ ПОДХОД К ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВЫСШЕЙ ВОЕННОЙ ШКОЛЕ

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*Статья посвящена актуальной проблеме концептуализации гендерного подхода в высшей военной школе. Проанализированы современные тенденции внедрения гендерного образовательного контента в военных заведениях стран-членов НАТО и стран-партнеров, определены концептуальные основы интеграции гендерных вопросов в высшей военной школе. Установлено, что переход на компетентностную образовательную парадигму в системе подготовки военных специалистов по стандартам НАТО вызывает актуальность обоснования новой модели образовательного процесса в высших военных учебных заведениях на основе интерактивного гендерного взаимодействия, которая должна состоять из согласованных и взаимообусловленных структурных компонентов: целевого, мотивационно-побудительного, аксиологического, ресурсного, субъектно-деятельностного, технологического, контрольно-корректирующего, результативного. На основании проведенного исследования установлено, что эффективность спроектированной модели зависит от соблюдения совокупности принципов и подходов к ее практической реализации. Определены психолого-педагогические условия, обеспечивающие продуктивное гендерное взаимодействие в образовательном процессе.*

**Ключевые слова:** гендер; гендерная дифференциация; гендерная чувствительность; гендерные роли; гендерные стереотипы; гендерный подход; интерактивное гендерное взаимодействие; компенсаторность; персуазивность.

Стаття надійшла до редакції 07.03.2019

Прийнято до друку 25.04.2019