

Львівський державний університет
внутрішніх справ

Актуальні проблеми навчання
іноземних мов
для спеціальних цілей

Збірник наукових статей

Львів
2021

УДК 37.041:811

А 43

Рекомендовано до друку та поширення через мережу Інтернет
Вченою радою факультету № 2 ІПФПНП
Львівського державного університету внутрішніх справ
(протокол від 10 листопада 2021 року № 4)

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До збірника увійшли методичні напрацювання, що стосуються здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання, формування навичок міжкультурної комунікації у галузі права, фахової іншомовної підготовки курсантів ЗВО МВС України, традиційних підходів та новітніх технологій навчання іноземних мов загалом та української мови як іноземної зокрема. Закцентовано увагу на шляхах та специфічних методичних принципах, сучасних тенденціях викладання, академічній мобільності, комунікативному, освітньому, розвиваючому, виховному аспектах навчання іноземних мов.

УДК 37.041:811

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BASIC PRINCIPLES OF GENDER MAINSTREAMING IN TEACHING PROCESS

Abstract. Gender mainstreaming has been embraced internationally as a strategy towards realizing gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between women and men, and combating discrimination. An effective implementation of gender mainstreaming requires preparation and organization. Despite formally equal educational opportunities for women and men, educational and occupational careers are still characterized by gender disparities rather than gender equality. Men are overrepresented in STEM fields and higher positions, while women are frequently working in low-status jobs in the health and social sector. Gender stereotypes that are conveyed by socializing agents are assumed to play an important role in maintaining gender differences in education. Teachers are important starting points for promoting gender equality in education as their attitudes and instructional practices are known to influence students' motivation and performance substantially. To promote girls and boys equally

in coeducational settings, teachers have to reflect on their own gender stereotypes. Moreover, they require knowledge about gender differences in education and about teaching methods to foster the motivation of all students regardless of their gender. However, gender stereotypes are rarely dealt with in general teacher education and training programs that build teachers' competences for reflective coeducation are sparse. Teachers seem to lack effective strategies to counteract the often-unwanted maintenance of gender stereotypes in their teaching as this topic is rarely dealt with in regular teacher training. Most interventions to reduce gender stereotypes in schools directly target students and focus exclusively on the promotion of girls in STEM subjects. However, training programs for teachers who work with hundreds of students in their professional lives and can thus act as multipliers that are significantly more sustainable. Concerning concrete classroom activities, promoting autonomy and individualization means to give each student the opportunity to choose tasks or learning settings that fit their interests and abilities. This fosters a positive motivational climate in which diversity is a normal phenomenon that a teacher is aware of, cares about and knows strategies for dealing with. In general, motivational support is seen as a central means of reducing gender differences.

***Key concepts:** gender equality, gender inequality, to mainstream, discrimination, institutional environment, gender bias, motivational climate, gender disparity.*

Formulation of the problem

Education is a basic human right, and gender equality is fundamental to its full realization. UNESCO promotes gender equality in and through education to ensure that women and men, girls and boys have equal access to learning opportunities, as well as fair treatment in the learning processes, equitable outcomes and advancement in all spheres of life.

Gender mainstreaming requires a transformation in the culture of teacher education institutions, accountability, and teaching and learning processes. Progress has been made in mainstreaming gender into national sector policies in many countries, however, due to several interconnected factors, transforming institutional cultures and practices remains a challenge.

Gender inequalities around the world are manifested in many aspects of education, including access, retention, success, and career choices and opportunities. This is both a cause and a result

of systemic discrimination and gender stereotyping. In some countries, the gender gap is apparent for boys and men. However, girls and women undeniably experience the worst forms of discrimination. The education of girls and women is not only essential for improving their own living conditions, but it also yields multiplier effects with regard to personal, social and economic development more generally. Indeed, education, especially of girls and women, is one of the most effective investments for peace and sustainable development. By benefiting from education equally, students can develop their potential, feel empowered to achieve their dreams, and contribute to and benefit from social, cultural, political and economic development as equals. Education institutions in general, and teacher education institutions in particular wherever they are located, should champion gender equality through mainstreaming gender into teacher policies and plans, curriculum development, pedagogy, and research and communication. Gender equality in every sphere of life, including in education, can only be achieved when all types of discrimination are eliminated and equal access to learning opportunities, career choices, professional development and services are provided to both women and men. We must start with education.

Analysis of basic research

Mainstreaming in education refers to the incorporation of socio-cultural contents included throughout the curriculum, contributing to form a model citizen that society demands, thereby through the teaching of values, ideas and judgments.

In particular mainstreaming considers that one of the topics necessary that all education should consider, is education for gender equality. Gender mainstreaming is a trend, driven by both the United Nations and by the treaties of the European Commission as a major global strategy for promoting gender equality to promote structural impacts that break inequalities, incorporated in the design process planning, implementation and evaluation of public policies at all levels and different areas. We are interested in the educational field, and in particular the higher and postgraduate level.

If the main goal of gender mainstreaming is to influence public policy, speaking particularly of the educational context, then we must seek a transformation of culture promoted by the education sector in order to achieve social gender equality, as it is in the institutional level that social practices become regular and continuous. In turn presents a model of analysis, intervention and management that recognizes that women and men due to their biological differences and gender

roles have needs, obstacles and different opportunities that must be identified and treated to correct the imbalance between sexes. Identifying this situation, it may propose activities that balance the participation of women in different areas.

The purpose of the article is to contribute towards a gender-sensitive society where solidarity, opportunities and responsibilities are shared by women and men in equal measure. Everyone is to enjoy the life they determine in accordance with their individual skills, their needs and their desires.

Presentation of the main material

One important step towards achieving gender equality is to mainstream gender in the education process through curricula and teacher training. This requires that educational institutions adopt responsive policies and plans, transform institutional environments, provide gender-sensitive services, and ensure gender-responsive budgeting in their curriculum and pedagogical approaches.

Gender is a concept that is widely misunderstood and often misapplied or used randomly to refer to an imbalance in the number of men and women in a gathering. The concept of gender however goes far beyond numbers. One simple way to understand gender is to distinguish between sex and gender.

Sex refers to the biological differences between men and women.

Gender refers to roles assigned to men and women in a given society, and the relations and representations that arise from these roles.

Gender roles and careers are assigned by society. Examples include: mother, father, husband, wife, daughter, son, driver, mentor, teacher, pastor, chief, president, caregiver, housekeeper or cook, among others. Roles are assigned by each and every society to men and women based on society's needs and perceptions. Roles often reflect a society's economic, cultural, religious and political beliefs and teachings. Although many cultures will have similar roles for men and women, role attribution within a particular culture may differ. It is even more important to note that gender roles often determine and contribute to power dynamics within a particular society, thereby raising issues of inequality and inequity between sexes.

Unlike sex characteristics, which are biological, gender roles have the following dynamic characteristics:

Learned behaviour. From infancy we learn what it means to be male or female through stereotyping, such as when a boy receives a car or sports equipment and a girl receives a doll or a sewing kit

as gifts. However, as awareness increases these practices are undergoing change in many societies resulting in more equal and equitable development opportunities for both sexes.

Change over time. Historically, in many countries, women have not always had the right to vote, but over time, the situation has changed in these countries. Globally, the number of economically active women has also changed rapidly over time and this is influencing the roles of women and men within families and communities.

Differ between cultures. In many cultures, roles (farming, cattle grazing, doctors, drivers, pilots, and so on) are reserved for a specific sex.

Differ within cultures. Role definitions within cultures may also differ as a result of social, economic, ethnic, religious, political or other factors, including social class. For example, cultural groups may share agricultural tasks differently within the same society, and it may be the woman's role to take care of livestock, while in another culture it is the man's role.

Other important characteristics of gender include:

Gender is *relational* and refers to men and women (not in isolation) with respect to how they interact and are socialized, as well as the dynamics and consequences resulting from their individual and assigned roles.

Gender is '*institutionally*' structured because it refers not only to the relations between men and women at the personal and private level, but also to social, legal and religious systems that support a particular society's values, beliefs and cultures. Gender is hierarchical because the differences between men and women (far from being neutral) tend to attribute greater importance and value to the characteristics and activities associated with certain roles, leading to unequal power relations. Gender is Context specific. There are variations in gender roles and gender relations depending on context, ethnicity, and socio-economic and cultural factors, among others. Hence the need to incorporate a perspective of diversity in gender analysis and gender advocacy, is intended for use in all regions and countries.

Interaction in the learning environment.

Teachers and learners interact through various approaches; one frequent approach involves discussion and communication. Research shows that teachers therefore need to be aware of 'gender dynamics' so that they can avoid gender bias and the unjust treatment of learners based solely on gender. Grace and Gravestock (2009) list the following gender-based trends observed among some teachers; some do not even

recognize the gender equality implications and gender stereotyping they embody. For example, some teachers do the following:

Call on male students more frequently.

Wait longer for males to respond to questions.

Give male students more eye contact following questions.

Remember the names of male students.

Use these names when calling on male students.

Attribute male students' comments in class discussion.

Interrupt female students before the end of their response.

Ask males more questions that call for 'higher-order' critical thinking as opposed to 'lower-order' recounting of facts.

Gender-based stereotyping is perhaps the most common feature of gender inequality. This can occur when someone makes a broad over-generalization on the basis of little evidence. An example is the statement that women are bad drivers based on a few personal experiences. Gender-based stereotyping is not only prevalent in the classroom environment, it is also reflected in the family, the general school culture and society. Teachers frequently form attitudes based on stereotyping acquired from their own upbringing and culture. Male stereotypes are often perceived as strong, active, hard and rational, whereas female stereotypes are perceived as weak, passive, soft and emotional. This is why it is important for teacher education institutions (TEIs) to mainstream gender issues in their programmes so that future teachers are made aware of these issues and develop healthy attitudes to replace those they had grown up with. In this respect it is important to ensure that teaching and learning methodologies are gender-responsive. Irrespective of the culture around the world, the different perspectives on gender agree that gender is a socio-cultural construct, as opposed to the physical or biological differences between the two sexes.

Teachers need to use descriptive instead of judgmental language if they seek to mainstream gender. They also need to establish communication patterns by considering words and phrases carefully before using them in class. For instance, although the engineering profession does not exclude women, in many cultures for example in the Arab region, among others, this profession tends to favour males, thus reinforcing existing stereotypes. Teachers need also to be aware of other more subtle references so that they can avoid them when they teach or communicate with their students and other members of staff. They need to relate to female and male learners as individuals, and not through gender-based perspectives. Teachers need to focus

on each individual learner's skills and/or weaknesses, and thus conduct a class session free from gender bias. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender. Teachers also need to develop empathy towards attitudes that break gender-based stereotypes in class activities. For example, the common practice of appointing boys as group leaders and girls as note takers or reporters should be avoided. Such appointments should be made based on the individual skills of the learners regardless of their gender.

According to Bloom (1976), attitudes are a major indicator of a person's success in a subject area. Establishing a healthy, gender bias free environment in the class will render the teacher more capable of handling issues related to gender differences or other differences (racial, physical, ethnic, and so on). The sensitization of academic staff to the gender dimensions of teaching and learning is an important first step towards the transformation of the curriculum, including content, methodologies and processes. Teachers need to implement effective gender-sensitive strategies in order to provide quality education. This is supported by research studies that show that teaching behaviour is largely influenced by how teachers themselves were taught, and yet teachers must learn how to address the multiple needs arising because of gender, class, ethnicity, language and location. Teachers need to be aware of their own beliefs and behaviour towards male and female learners. For example, they need to reject their held belief that boys excel in mathematics and that girls should catch up with boys.

One class management issue is that of proximity. Teachers can better control student behaviour and check on their performance if they use the whole class territory as their own. However, there is always the risk of some teachers getting too close and making students uncomfortable by their very presence. It is important for teachers not to forget their own sex and to avoid encroaching on the territory of students of a different sex. In the final analysis, the teaching and learning process can only be conducted effectively if teachers identify, and are sensitized to, their learners' skills and needs. It is established that there are differences between males and females in a general sense. However, these differences should not become stereotypes. On the contrary, it is the role of the teacher to address the differences as diversity and treat situations fairly. There may be strengths that the teacher can draw on equally and fairly for both male and female students. Gender equality needs to become a reality in every learning environment, including in discussions, teacher-learner relationships,

activities, assignments and evaluation. The teacher should also become a role model in promoting gender equality, and reducing gender-based stereotypes.

Conclusions

Transforming the culture of teacher education institutions and making them policy and practices gender-sensitive entities is a daunting task. However, it is not an impossible task. Understanding gender and applying gender mainstreaming are critical foundations for fostering social cohesion that goes beyond teacher education institutions and the school. Teachers are increasingly expected to play crucial roles in preparing young people to face the future with confidence, purpose, responsibility and gender sensitivity. Teacher education institutions must be ready to provide the enabling environment and training and continuing education for the development of knowledge, values, skills and gender responsive practices that the teachers need in the 21st century. Gender should be mainstreamed step by step in all areas of teacher education and training: from policy and planning, administration and management, gender-responsive budgeting, social services, the environment, curriculum, pedagogy, research, and to advocacy. Teachers must know and be able to do in order to promote gender equality through education.

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ФОРМУВАННЯ ТА РОЗВИТОК ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ СПРАВООХОРОНИЦІВ

Анотація. У статті визначено підхід до формування та розвитку професійної іншомовної комунікативної компетентності майбутніх правоохоронців. Розглянуто базові принципи формування комунікативної компетентності майбутніх правоохоронців, розкрито сутність поняття «комунікативна компетентність», «іншомовна фахова комунікативна компетентність майбутнього правоохоронця». Поняття «іншомовна фахова комунікативна компетентність майбутніх правоохоронців» розглядається як структура вмінь і практичних навичок, сформованих в процесі навчання, що відображає сукупність компетенцій, що забезпечують ефективне спілкування іноземною мовою, а саме: вільно спілкуватись з носіями мови, вести дискусії за фахом, чітко та детально висловлюватись з приводу предмету спілкування, висловлювати власну думку з певної проблеми, аргументуючи усі «за» і «проти», влучно