

# **РОЗДІЛ 1 – ЗАГАЛЬНА ПЕДАГОГІКА ТА ІСТОРІЯ ПЕДАГОГІКИ**

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## **RESEARCH METHODS OF GENDER EQUALITY ISSUES IN EDUCATION**

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The paper deals with research methods of gender equality issues in education. The question of efficiency and effectiveness of gender studies is crucial in the process of building programs of gender education activity centers. Therefore, an important factor that influences the effectiveness of the system of activity centers gender education is the level of perception of gender studies students, teachers as resource of free and personal spiritual development: women and men, which adequately reflects the current status of gender mainstreaming in education. Gender approaches require qualitative research. A qualitative study aimed at building a deep look at the real situation. The qualitative research deals with participatory methodology with method of ethnography, interview.

*Key words: gender approach, the methodology of social research, participatory methods, method of ethnography, method of interview.*

## **ДОСЛІДНИЦЬКІ МЕТОДИ ПИТАНЬ ГЕНДЕРНОЇ РІВНОСТІ В ОСВІТІ**

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У статті розкриваються питання дослідницьких методів гендерної рівності в освіті. Питання ефективності й результативності гендерних досліджень мають ключове значення в процесі створення програм діяльності центрів гендерної освіти. Тому важливим фактором, що впливає на ефективність системи діяльності центрів гендерної освіти, є рівень сприйняття гендерних досліджень студентами, викладачами як ресурсу умови вільного духовного розвитку особистості - жінки та чоловіка - який адекватно відображає поточний стан гендерних справ у закладах освіти. Гендерний підхід потребує якісного дослідження. Якісне дослідження спрямовано на формування глибинного погляду на реальну ситуацію. Якісне дослідження спирається на методику партиципаторного дослідження, метод етнографії, інтерв'ю.

*Ключові слова: гендерний підхід, методологія соціальних досліджень, партиципаторний підхід, етнографія як метод якісного дослідження, інтерв'ю.*

## **ИССЛЕДОВАТЕЛЬСКИЕ МЕТОДЫ ВОПРОСОВ ГЕНДЕРНОГО РАВЕНСТВА В ОБРАЗОВАНИИ**

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В статье раскрываются вопросы исследовательских методов гендерного равенства в образовании. Вопросы эффективности и результативности гендерных исследований имеют ключевое значение в процессе построения программ деятельности центров гендерного образования. Поэтому важным фактором, который влияет на эффективность системы деятельности центров гендерного образования, является уровень восприятия гендерных исследований студентами, преподавателями как ресурса свободного духовного развития личности - женщины и мужчины - который адекватно отражает текущее состояние гендерного подхода в структурах образования. Для проведения исследований гендерного равенства в образовании необходимо качественное исследование, направленное на формирование глубинного взгляда на реальную ситуацию, партиципаторная методика, метод этнографии, интервью.

*Ключевые слова: гендерный подход, методология социальных исследований, партиципаторная методика, этнография как метод качественного исследования, интервью.*

**Background.** The question of efficiency and effectiveness of gender studies is crucial in the process of building programs of gender education activity centers. Therefore, an important factor that influences the effectiveness of the system of activity centers gender education is the level of perception of gender studies students, teachers as resource of free and personal spiritual development: women and men, which adequately reflects the current status of gender mainstreaming in education. We need to assess the educational environment in the context of gender mainstreaming, in order to establish how our educational systems contribute to the promotion of gender equality or, on the contrary, the strengthening of existing stereotypes. Such assessments require qualitative research to establish an in-depth view of the actual situation. To guide reforms in the educational system, and to facilitate a gender equality agenda.

**Publications review.** The problems of gender studies in education have been covered by the following scientists: T.Barchunova, V. Gaidenko, S. Hryshak, T.Doronina, O.Kikinezhdi, O.Lutsenko, A. Petrenko, H.Petrucheni, O.Plahotnyk, O. Tsokur etc. In the scientific literature, the problem of gender studies in education is analyzed mainly first of all from the perspective of interdisciplinary, that makes them dependent on theoretical principles and methodological standards customary in a particular area. Secondly, the need for research is caused by the very fact that there is a lack of research, in which the very methodology and the methods of gender equality in education, a potential systematic self-reflection and critical research methods would appear the subject itself. As far as today the Post-classical methodology of social cognition is starting to strengthen itself, creating an integrated approach to gender studies in general is not only desirable, but also to some extent necessary. It is important to consider what main methods of the researcher who studies the gender perspective in education are of those he is dealing with.

**Objectives.** Thus, the purpose of the study is to review and analyze the methodological features of gender approach and research methods of gender equality mechanisms' in education.

**Description of the content.** We selected scientific publications that highlighted the problems of methodology and research methods of gender approach in education. For that, the search through the site of the Vernadsky's National Library was carried on, as well as the Site of Gender Library of the Gender Research Center of the European University of Liberal Education, the site of the Museum of History of women, Women's History and Gender Movement. The results of the search engine for scientific publications Google Scholar were used as well.

The primary selection of publications was carried out at the request of "gender approach", "social research methodology", "participatory approach", "ethnography as a method of qualitative research." The basis of gender approach is the statement that nearly all the differences between sexes, which are traditionally considered natural, are caused socially not biologically and thus can be taken into account in preparing specialists in higher education. This problem is considered in the perspective of gender studies, gender education, and gender pedagogics [1]. The main direction of the scientific research is the analysis of the hidden curriculum and its dimensions [1; 2]. This approach leads modern researchers to conduct gender analysis and gender expertise of the textbooks, manuals, training programs. The results of conducting of the gender analysis of national educational documentation are described in one of the scientific resources [2]. In different countries, gender approach has different names, such as gender analysis, "gender lenses", gender dimension, gender integration, etc. [2]. Despite the numerous studies of gender approach in education, the problem remains to be important, as we believe, due to the following reasons.

First, paraphrasing D. Lorber, scientists rather believe than have faith facing the subjects belonging to gender in their research. The researchers in these disciplines can change their opinions and approaches, but the methods usually do not change - "most researchers" are solid about a set of methods that are the part of the traditional science [5].

The investigation of gender approaches in the light of gender education centers has its own specifics, as it is carried out within the borders of social sciences. Therefore, to get a clear understanding of the situation one should consider the main approaches to the methodology of the social sciences. An attempt to analyze the approaches in which the collisions about the choice of the gender studies methodology are resulted in the reader of gender pedagogy [1]. T.Klimenkova marks out positivist, interpretive and critical social science. Thus, according to the author, all positivist researchers, regardless of the positivism version they follow believe that quantitative methods, experimentation and statistical data are the best to be used – i.e., the "objective" research and to consider the parameters of the objective reality which are measured. According to the author, it is very convenient for the purposes of applied research. Interpretive social science deals with text. Interpretive social science provides for using online observations and field studies. These techniques require many hours of personal contact with those with whom the researcher works, and the contacts effect the whole process of the study. The ultimate goal is to achieve understanding and interpret the way people create and maintain their social worlds. The researcher collects and interprets information from within the situation.

L.Shalayeva, researching gender inequality practice simulation in school, used ethnographic case study using online observation in the classroom; informal interviews with teachers; content analysis of the works of the secondary school students. Feminist ethnography was very important for the study, which, unlike traditional, is not only based on online observation, getting used to the situation, using a descriptive manner of presentation of the field work, but is headed to overcome social, gender and racial inequality. [4]

Critical social science is the third scientific and methodological alternative. Within these concepts structuralism, post-structuralism in particular, so-called "realistic social science" feminist studies, theory of conflict, radical psychotherapy are being advanced.

The author agrees in many aspects with the criticism of positivism, but adds to it his own allegations - that positivism defends the status quo because it maintains permanent-type order instead of considering modern society being only one of the stages in the whole process. Critical social science defines social theory as a critical research process that goes beyond the surface illusions to uncover the real structure of the world and help people to change the existing conditions and to build for themselves a better world.

N. Monahova [3] turns attention of the psychologists community to such a qualitative method as participatory research in action. The author's attention is focused on the research model in action and group dynamics developed by K. Levin, ideas of the critical pedagogy formulated by P.Freyre. Dialogical approach and self-reflection require compulsory participation of the researcher in the critical process, discussion of values and perspectives. Participatory research in action is directed first on the study of specific situations just for the purpose of changing or improving the welfare of the communities involved, through both studying and solving the problems identified, increased power and control over the research process. Therefore, there is a need to use a range of qualitative methods. Among them, in particular, can be named the following methods such as keeping a reflective journal collecting and analyzing early documentation, participants' observation records, various surveys, structured or unstructured interviews, studying individual cases and so on.

The author's research [6] is based on a detailed study of the socio-pedagogical work with students in the State National University on providing gender equality through interaction with civil society, women's organizations.

In order to obtain rich information about the factors influencing University students' perceptions of gender equality, I conducted interviews, observations of the participants of the educational process. From winter of 2000 through fall of 2014, I made several researches in Zaporizhzhja State National University. These prolonged interviews made it possible for me to do comprehensive research

particularly on the institutional change in perceptions of gender equality. It provided me important data to assess the impact of socio-pedagogical work as a mechanism of providing gender equality in education. I conducted interviews with representatives of the Department of Social Policy, women activists, scientists and scholars of gender studies and administration of the University to further deepen questions and answers along with my analysis. Starting the interview with simple questions about the interviewee activity, gender policy, I moved on to more serious questions about the challenges they faced in achieving their goals, personal experiences, about their work, their ideological orientations in gender policies in Zaporizhzhja region. Most interviews were conducted in the women's organizations and took about 2-3 hours. Considering the role of women's organizations played in gender policy and what constraints they face helped us to organize the Gender Education Centre of Zaporizhzhja State National University. I also held a joint observation on gender forums, round tables, which were initiated by women's organizations, University and the local authorities. These activities have allowed me to gather valuable information the crossroads of political necessity, prevention of domestic violence, human trafficking and priorities in gender issues in education.

I also made comprehensive use of documents, reports and brochures of women's organizations, the appropriate implementation of the gender policy through the web site and the publication of methodological materials.

**Conclusions and perspectives.** Summing up, it is necessary to emphasize that modern researchers use both positivist (traditional) and interpretative and critical social science methods, using qualitative research methods. Prospects of gender equality in education will depend, in our opinion, from the constant desire of the teacher and researcher, integrating his practical experience in the field of sociological analysis, theoretical knowledge of gender mainstreaming in education, professional and personal institutions, making constant critical rethinking of his activities and its main results in a team of associates.

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