Педагогические науки/2. Проблемы подготовки специалистов

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**Impact of Gender Differences**

**on Students’ Achievements as well as Curriculum**

At the outset of investigation, it is important to admit that university success is determined by several factors and determinants: both external and internal. To *external* onescan be attributed: the state of the organization of educational process at the university; level of professional, pedagogical and psychological teacher training; didactic and psychological patterns of educational-professional activity of students; quality of school preparation, material and the living conditions of a student's life, the degree of support for parents.

*The internal conditions* include: student's state of health, level development of general and special abilities; peculiarities of cognitive processes (attention, memory, thinking), readiness of the student to study, conscious or pragmatic choice of profession, ability to study independently, control and evaluate oneself, the ability to formulate a balanced regime work and rest, features of adaptation, self-esteem and "I" - the concept student and others [2].

According to research conducted by many experts, the determinants of success in student's age is the internal, personal qualities of a young person. The scientist

*R. Bern* has investigated that there is an imaginary connection between the student's progress and the student's perceptions of his or her training abilities that persists even when an amendment is made to the indicators of intelligence. Consequently, low self-esteem, self-doubt prevents the student from showing himself in a learning-prefessional activity. What’s more, underdeveloped techniques of thinking, laziness, inability to learn, disorganization and other qualities lead to negatively significant gaps in knowledge and, as a consequence, failure and even dropouts from the university [1].

Nevertheless, student's age is the fateful period in human life, the central condition in the development of *important personality traits*: formation of professional, ideological and civic qualities of the future specialist; development of professional abilities, systemic professional thinking; the formation of intelligence and the stabilization of the features of intelligence; there is a transformation of motivation and the whole value system orientations [1, 2]. Such personal feature as *motivation* in certain study fields is often considered as a factor for predicting achievement. The ongoing research shows that gender differences in perceived importance of doing well in reading, mathematics and science. Reading, however, is considered important by far more males than females in all European countries. All recent international assessment studies agree that females tend to have a higher reading achievement than boys [3].

On top of this, most countries report that they take gender into account in the *curriculum*. How, and to what degree the gender perspective is included varies, however, from one country to the next. It is also dependent on decisions made in individual high schools and, lastly, by teachers themselves. Where national education policies on gender exist, these also obviously play an important role [2,3]. Gender equality is *an overarching principle of the curriculum* in several countries. This means that the gender perspective should permeate the whole curriculum and should be taken into consideration throughout all subjects and areas.

Firstly, in Austria, there are several brochures and materials available to encourage teachers to provide gender-sensitive teaching which have been developed to implement the educational principle *“Education based on equality between women and men”.*

Secondly, in Poland, the “Towards the Girls' Association” developed educational materials for teachers which help them introduce gender equality issues into high school education. A handbook “Equal School – Discrimination-free education” is a compendium which contains information, advice, guidelines and exercises for teachers, covering areas such as gender equality and combating discrimination on the grounds of gender [1,3].

Thirdly, in the United Kingdom, the Equality and Human Rights Commission provides guidance which advises that actions to challenge stereotyping should apply across the curriculum and, in particular, in careers education, work-related learning, citizenship and personal, social and health education [2,3].

Furthermore, in Sweden, the newly appointed committee for gender equality in schools is to organize seminars and spread information about its results, in particular on methods that can be used to cross and break down traditional gender patterns and gender roles in high schools [3].

The final point is Finland, where the new guide book for writing the gender equality plans required of high schools advises how to prepare the plan and how to highlight the importance of developing teaching methods and creating learning environments which will benefit both genders [3].

Overall, we have come up with the outcomes that witnesses about necessity of investigation in the area of gender diversities between male and female students in the frame of education. Regarding to the results it can be concluded that efficiency and productivity of learning and studying process depends not only on pedagogical methods, techniques, approaches, resources implemented in it, but also it is closely related to gender factor, internal personal conditions and identity traits as well.

The field of future investigations in the area of gender differences might be connected with finding out peculiarities of acquiring foreign language skills and abilities in four basic communicative activities, such as: listening, reading, writing and speaking.

References:

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