

## GENDER HIDDEN CURRICULUM IN UKRAINIAN LITERATURE TEXTBOOKS FOR 5-9 GRADES OF MIDDLE SCHOOL

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This paper is concerned with gender issues in compulsory education in Ukraine. The national curriculum program from Ukrainian literature and textbooks for 5-9 grades of middle school were analyzed for gender hidden curriculum. In depth analysis of texts revealed great discrepancies in gender representations in texts by authors and by heroes. While studying plots of the prose texts, gender stereotypes were noticed, mainly in novels, which describes old Ukrainian patriarchal family traditions. Language sexism was also presented on lexical, semantic, morphological and syntax level. Characters in novels are stereotyped by using female and male adjectives. Female typical attributing words are beautiful, weak, passive, emotional, irrational, kind; male typical attributing words are active, clever, logical, courageous, curious, successful, strong. Social roles in society are divided very strictly, while men are presented like heroes, warriors, masters or husbands, women mostly are housewives, daughters, girls, mothers or widows. It is proposed by author to remove texts, which depicts old patriarchal traditions and instead texts of modern writers are recommended for reading.

**Keywords:** curriculum, national program, school textbooks, gender studies, gender stereotypes, gender representations, gender category, subcategory, patriarchal traditions, gender justice component, gender sensitive language, language sexism, social role.

**F**ormulation of the research question. An important role in gender socialization plays school curriculum and textbooks, using them we can organize educational process in schools. According to Ukrainian Constitution in Article 21. «All people are free and equal in dignity and rights.» and in Article 24. «Equal rights for women and men are ensured», the highest Law – Constitution guaranty equality for men and women but «schools continue retransmit gender stereotypes» as said T.I. Buturlym [7]. Another Ukrainian gender researcher A. Marushchenko (2013) indicates the presence of educational hidden curriculum, which exists at the same time with the formal educational process and implicitly promotes assimilation, gender specific patterns of behavior, gender roles, and gender stereotypes [17]. Philip Jackson (1968) highlights the term 'hidden curriculum' in his book *Life in Classrooms*, and he is generally cited as the originator of the term [9].

Socialization to gender roles begins early in pre-school ages and eliminates in elementary school. According to P. A. Adler, S. J. Kless and P. Adler [1] boys and girls have their own gender subculture with idealized images of masculinity and femininity: «these images reflecting in the composite of factors affecting children's popularity among their peers». It is obviously can be supposed that such behavior among peers will be enforced in middle school and finally can lead to the bullying (moral or even physical). Results of the studies of American middle-school children, mentioned in *Early Childhood education volume 1*, suggests that sexist is one of the most frequently used taunts and gender-related slurs can enforce normative gender behavior and stigmatize perceived infractions of gender roles [21; 92]. Elina Lahelma after ethnographic research study conducted in two secondary schools, suggested that «sex-based harassment acts as a form of social control that constituted a way of maintaining and policing gen-

der boundaries and hierarchies» [15], and another author, the pioneer in «Multicultural education» James Banks in his book «Multicultural education: issues and perspectives» points out key statistic facts from American schools whereas main problems of «null curriculum» and gender inequity in schools appears in sexual harassment, physical or verbal and psychological bullying and low self-esteem which in its turn occur in depressions, eating disorders and academic under-achievements [5]. Gender bias can be an important factor both in family life and in education. Gender stereotypes abound in behavior, pictures, books, textbooks and TV programs, which constitute the main components of the hidden curriculum [17]. The **motivation** for this article to find gender stereotypes in school curriculum and make suggestions in order to prevent gender discrimination in Ukrainian compulsory education.

**Purpose.** The **purpose** of the article is to analyze the curriculum of Ukrainian literature for students in 5-9 grades through an angle of gender mainstreaming and understand the degree of present gender component and gender discrimination in Ukrainian literature school program. Purpose emphasizes the importance of reaching two **objectives** in Ukrainian literature curriculum: 1) gender parity in Ukrainian literature program; 2) gender equality: norms and values transmitted in the learning process with the processes of gender justice. In order to evaluate the progress in the domain of gender-sensitive education, it is necessary to carry out a **qualitative study**. Attaining gender parity is only one step towards gender equality in curriculum. A qualitative assessment of the level of gender sensitive curriculum development includes an analysis of the current curriculum programs, a content-analysis of textbooks used in middle secondary schools.

**Method.** Current study is a content analysis study of written texts with in depth literature

review of research articles related with «gender hidden curriculum», where Ukrainian literature curriculum programs and textbooks (5 national curriculum programs and 5 textbooks for each grade) were analyzed and conceptualized conclusions were made. *Sampling:* National curriculum program for 5, 6, 7, 8, 9 grades were used; textbooks for 5th, 6th, 7th, 8th, 9th grades were examined. Gender curriculum related research articles from social psychology field and Ukrainian journals were studied. *Data collection:* The data – national curriculum program on Ukrainian literature subject was downloaded from the official site of Ukrainian Ministry of Science and Education, textbooks for each grade were downloaded from the internet resource site for students.

Curricular programs:

<http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programy.html>

Textbooks:

[http://mta.ua/stat/pidruchniki\\_dlya\\_shkolitutm\\_source=FB&utm\\_medium=post&utm\\_campaign=pidruchnyky](http://mta.ua/stat/pidruchniki_dlya_shkolitutm_source=FB&utm_medium=post&utm_campaign=pidruchnyky)

*Data analyses.* Literature critics and journal articles related to the gender issues in education were analyzed and conceptualized. Content of written texts in the textbooks were analyzed and coded by 3 categories: Gender representations, Gender stereotypes, and Gender justice component, each of first two categories divided into smaller subcategories. Category gender representations include subcategories gender representations by authors, gender representations by heroes, gender representations by main female heroes. Category Gender stereotypes include subcategories: language sexism, gender character traits, gender social roles. The four examples from the curriculum program and textbooks below illustrate two of three categories. The first example describes category «*gender justice component*». I 9 grade students according to national curriculum must learn about old marriage traditions in Ukraine, for example «*bride kidnapping*», «*the agreement between families*», «*redemption of bride*». After this chapter students get known about «*widow songs*» and in textbooks they can read about tragic history of widows in Ukraine, they live without any support or help of relatives or friends, so must do a lot of hard physical work, raise children alone, and in desperate moments they agree to marry any man, even if he has bad temper or bad habits. At the same time the history of whole Ukraine is compared with widow's story and named «*Widow's land*» due to the historical events, where men quite often must go to the war and being killed [23].

The subcategory «*language sexism*» is illustrated by exploitation of stereotypical feminine traits, for example in 9 grade students must read and analyze grotesque composition by Ivan Kotlyarevsky «*Eneida*» [2], where women's negative character's described by very rude and abuse expressions: *Aeneas was a lively fellow,/ Lusty as any Cossack blade,/ In every kind of mischief mellow,/ The staunchest tramp to ply his trade...* In first passage Aeneas depicted as very handsome and brave man, who can allure any woman, in the next passage we can read that his greatest enemy is a wicked Goddess, on his opinion is

a «*hussy*», who hate him and want to kill him [2]: *But wicked Juno, spiteful hussy,/ Came cackling like a pullet fussy:/ Dark hatred smoldered in her mind!/ For some time now her wish most evil/ Had been to send him to the devil/ Till not a smell was left behind...* The two samples below brightly illustrate subcategories «*gender character traits*» and «*gender social roles*». In composition «*Marusya*» by Grigoriy Kvitka-Osnovianenko we found next passage [19]: «*The God awarded him by hard-working, kind and obedient wife; whatever he Naum (name of husband) want, his wife will not sleep all the night, try to get it whatever it costs for her, she will do everything to please his husband. He respected her for this, loved her as his own soul...*» or the next passage found in the textbook for 8 grades named «*One hundred thousand*» written by Ivan Karpenko-Kariy [19]: «*Gerasym (husband): Don't bother me! In my hat, there are more minds than in your head./ Paraska (wife): And your great mind leads you to the stupid corner! Why you decided that Roman (son) should marry with Puzurivna (rich girl)?/ Gerasym (husband): Ah! So you know? Well, so what? You care?/ Paraska (wife): I don't want any daughter besides Motria... I have get used to her, and she – to me; she is beautiful girl, healthy, knows all rules in a family: how to care of poultry, pigs, cows – in one word she is perfect housewife in all matters...; I am sick, and no one can bake bread better than she, no one can make sweet beet soup better than she...*».

## Literature review

### 1. Category «Gender representations»

In depth analysis of Ukrainian curriculum program revealed great in-parity of male and female authors, and male and female heroes in literature works proposed for students of 5, 6, 7, 8, and 9 grades. Thus, male readers have a wide choice of heroes to identify with, whereas girls have no such choice. The resulting data on division of gender roles lead to the conclusion that among analyzed textbooks there weren't a balanced ratio of representatives of both sexes. Curriculum gender asymmetry presented at writer's sex, we found that Ukrainian literature represented mainly by men. According to Michael Kimmel [12, c. 164] «*studies of children's books and anthropologies consistently reported traditional sex differences and pro-male biases. Females have been vastly underrepresented in pictures, in titles, and as main characters, and often are completely absent. In addition, female characters have usually been cast in insignificant or secondary roles*». The same situation we can find in Ukrainian literature textbooks for middle school. We also found that main characters in these compositions were mostly associated with negative character features or with unsuccessful life.

### 2. Category «gender justice component»

Content analysis of the educational documents (Ukrainian literature programs for grades 5-9) [30] showed that «*gender justice component*» was noticed in «*Ukrainian literature*» for 5th grade twice in tale stories about female fairy creature, which helped everyone and named «*Huha-Mohovynka*» by Vasyl Koroliv-Staruy and another story was about small brave girl, she had an extraordinary journey to a fairy country called «*Ad-*

ventures of Aly in country Nedolandiya» [3]. In 6 grades «gender justice component» was outlined only once in the tale-story describing clever girl and also one time in the poem of Iryna Zhilenko «Fire-bird», the main character personifies very beautiful and brave women, who don't afraid to show her beauty to others [13]. In 7 grades, we found two works with positive role models of women in traditional society: poem «Marusya Boguslavka» – about brave girl, she rescued many cossacks (Ukrainian warriors at that time) from tatar prison, the next novel called «Orusya» describes brave girl who escaped from parent's home with her beloved and healed him after wounding [14]. In 8 grades program, we found inspiring poems by Lesya Ukrayinka, where she states, «She will be laughing even if she wants to cry» [19]. The ninth grade curriculum program represented by «Natalka-Poltavka» by Ivan Karpenko-Karuy, the main hero young girl is very faithful and devoted to her beloved man, and another composition named «Institute-girl» by Marko Vovchok tells us about two young beautiful girls, but one is very poor and ought to earn her living working as servant girl but still she looks happy and smiling has a good temper, and the second girl is rich, wicked and proud, always unhappy with bogus aristocratic manners but she has opportunity to get an education for rich ladies [23]. As we noticed overall quantity of works in literature allow more space for male roles both in the illustrations and in the texts. Female figures mostly inspire the feeling of pity or contempt in the students, whereas male heroes can be the object of admiration, pride, indignation or hatred.

### 3. Category Gender stereotypes

#### Subcategory «Language sexism»

It is a proven fact in linguistics to be considered male-centrism is primarily present in many languages, in linguistic structure of Ukrainian language there are a number of patriarchal stereotypes which impose power picture of the world in which women play a secondary role. A classic example of this is appeal to the audience, in the beginning of every textbook we can see «Dear friends» or «Dear eight grade students». But it happens quite often that these words perceived in a wrong way, like audience consist from male children only.

Subcategory «language sexism» or words of stereotypical content represented by image(s) of woman, as «feminine», «girl», «victim», man described as «hero», «hard worker», «farmer», «pragmatic». Sometimes it can be found even abuse and rude expressions about women, for example, in the composition of «Eneida» by Ivan Kotlyarevsky already mentioned above. Sexism can exist in the language at the level of words, expressions, sentences and at the level of discourse. The most common linguistic sexism is the gender stereotypes, asymmetry in using parallel statements regarding men and women, and «invisibility» of women in the language [26].

The Ukrainian researcher O. Semikolenova, (2007) in her book «We are different – we are equal. Basics of gender equality culture: Guide for 9-12 grades students of secondary schools» states [26], that language sexism can be divided into

categories – lexical omission, semantic asymmetry, morphological asymmetry, syntax asymmetry. One of the most evident sign of language sexism is lexical omission. Meaning of some professions that can have both men and women, but there is only a masculine gender form, for example, job titles, scientific degrees and ranks. In particular, names of some professions are used only in masculine gender form. This is particularly true for prestige professions and positions that for a long time been inaccessible for women: a lawyer, a surgeon, a director, a manager, a professor, a deputy, a minister, a president. In the fact, today women also acquire these professions and occupy higher positions, but through the use of a male-centered language they continue to remain invisible in the textbooks. Although these words are not labeled by one gender, they are perceived as being related firstly to men.

The semantic asymmetry is observed not only in the names of professions. Many words with parallel gender forms in fact, are different in meaning. In such pairs of words masculine form is positive or has neutral meaning and form of feminine gender eventually undergo deterioration of meaning. The content-analysis of textbooks showed that in areas where significant (and sometimes overwhelming) amount are women, professions are formed in masculine gender – teacher, accountant, designer, stylist, and chef and so on. On the other hand, some names of low-paid jobs exist only in the feminine gender form, for example – maid, nurse. Some professions names have feminine and masculine gender words but these words have a different semantic meaning, for example a midwife – women with secondary medical education, has the right to provide medical assistance during childbirth; Obstetrician – a doctor, a specialist in obstetrics. When the woman is called a good poetess, it meant that she is talented among other poetesses, but when she is called «a talented poet», it is meant that her talent recognized among all poets – women and men. Gender discrimination on semantic level of words was also have been found in expressions of stereotypical images of women and men like: «female logic» (no logic), «women's happiness» (have a husband and children), «women's talk» (not serious conversation). While the same expressions with men do not exist (for example, «men's happiness»), or they have positive stylistic meaning – «men's talk» (serious conversation).

Morphological asymmetry (formation of feminine gender words from masculine gender words), indicating that the form of masculine gender is primary, and the feminine gender word is a secondary and dependent on it, for example: God – Goddess, poet – poetess and others.

The tendency to portray active men and passive women observed in textbook's language through syntax asymmetry. Specifically, the researchers found tendency depict men as a subject and woman – as an object through words in sentences, men are usually subjects in a sentence and words denoting women – objects. In those cases where women are a subject it is used a passive voice of the action, which devalues the achievements of women. For example, in the poem from 6 grade textbooks by Oleksandr Oles «Mukuta Kozhumjyaka» [3]: «Our prince has to give his daughter to the evil



Dragon...» where Subject represented by «prince» in masculine gender and object by «daughter» in feminine gender. The word order also can eliminate gender bias picture in latent curriculum. Even in cases where the feminine and masculine gender of the words are supposedly equal, but in such pairs of words masculine gender will precede feminine and is considered more important (for example, he and she, husband and wife, men and women). In fairy tales for 5 and 6 grades almost every tale starts with the sentence: «Once upon a time there lived grandfather and grandmother...» or «Once upon a time there lived a man with his wife and three sons...».

We cannot ignore the fact that linguistics sexism does negatively impact both female and male students. The results of sociological research by L. Lindsey (2005) shows that «ambiguous interpretations of masculine generics not only bias cognitions but differentially affect the self-esteem of people who read, hear and use them. Those who use sexist language in written form are more likely use it in oral form.» [16, c. 91].

#### *Subcategory «gender character traits»*

Gender character traits of women often depicted as caring, emotional, sensitive, weak, and such traits as activity, courage, rationality, curiosity seems unique to men. These interpretations are examples of words with stereotypical gender image. However, the mentioned characteristics can be equally inherent to men and women as individual traits and not the specific gender features. In order to analyze the evolution of views on gender issues, we can quote a content-analysis of the image of the mother, which often play a leading role in poems of the textbooks for elementary school [20]. The country is identified with mother («Ukraine – our only mother»), and the mother teaches the native language («Ukrainian language as a mother tongue»). The mother is a sensible guardian of moral principles. Often the mother is shown as a weak woman, who worked a lot and has fallen ill. In the middle school curriculum program, for example, in the folk poem from the textbook for 8 grade we found next: «Ukraine bewailed, because have no money to live for, because her small children were killed by tatar army...» [19]. We can argue if the image of sick and tired mother even if it is positive, has a negative influence on student's consciousness. The language of female heroes differs from male heroes, becomes more polite, expressive and feminine. This phenomenon was mentioned also by Lindsey [16; 86] in «Gender roles: a sociological perspective. It can be noticed in many languages, the brightest evidence is «women's language» in Japanese language, and women's characters described in textbooks, using polite language, female readers refrain themselves from «man talk» and believe that they are lesser persons.

#### *Subcategory «gender social roles»*

Category «gender social roles» reflects the traditional distribution of men and women activities through national curriculum program. We have not found any single composition through textbooks of five grades of middle education which is not related to traditional female activities, it was revealed that women were traditionally associated with household activity and children, men were associated with physical work, war, and career. As it was mentioned also by Michael Kimmel, a female character's activities in books are limited to loving, watching or helping, while males engaged in adventuring and solving problems. Women were not given jobs or professions; motherhood was presented as a full-time, life-time job [12, c. 164]. In some compositions we found not typical, strong women's characters, who opposed traditional beliefs but mostly their attempts were crashed with public shame like in «Natalka – Poltavka» by Ivan Kotlyarevsky in 9 grade textbooks. This evidence can explain the fact that many words related to the public sphere are in masculine gender, and related to the private sphere are in feminine gender (housewife, housemaid). Men and boys are presented as energetic and active, whereas women and girls as passive, dependent and taken care of by someone else, very often «they are spending years crying and waiting for men returning from long journeys or war». Gender role stereotypes affect how children perceive themselves. Negative portrayals of their gender may affect their identity and self-esteem [21]. And as a result, student of middle school may perform increased level of overt gender bullying in spite of the fact that amount of bullying decreases in high school, but it acquires more covert forms [21]. James Banks in «Multicultural education: issues and perspectives» insist on importance of gender equal curriculum. Because, as he mentioned «When children read about people in nontraditional gender roles, they are less likely to limit themselves to stereotypes.» [5]. He also identified major forms of bias in textbooks which can help teachers to detect whether text is prejudice related to gender.

**Results.** We propose a list of categories with subcategories which can be defined from the sampling textbooks of Ukrainian literature subject. Each category is represented by table with numbers or text samples.

#### **1. Categories «Gender representations» and «Gender justice component»**

We can make comparison within grades in Table 1. Categories «gender representations» and «gender justice component».

#### **2. Categories «Gender stereotypes» (Table 2).**

Interpretations of female and male social roles samples in literature by grades (Table 3).

**Discussion.** According national curriculum program in Ukrainian literature [25] we found high attention to a component of the national culture,

Table 1

Grade/gender	5 <sup>th</sup> grade (2013)		6 <sup>th</sup> grade (2014)		7 <sup>th</sup> grade (2010)		8 <sup>th</sup> grade (2016)		9 <sup>th</sup> grade (2009)	
Subcategories	female	male	female	male	female	male	female	male	female	male
Gender representations by authors	1	11	5	15	1	12	3	14	1	17
Gender representations by heroes	11	20	11	24	17	19	7	17	9	10

raising a level of national conscious and patriotism of the future generation. Thus, interdisciplinary connections with Ukrainian language and Ukrainian history were noticed. But researchers should also mention that the Ukrainian literature from ancient times up to the XX century reveal traditional values of the conservative society, where women were segregated or ignored. So, it is proposed to include more works of modern writers, who describes transition to the values of modern people and changes of an informational society. We propose to increase frequency of modern literature texts where changes in gender relations are obvious, and there is a tendency of partner roles and gender harmony.

Interpretation of the gender aspect in Ukrainian literature works should be reflected in the content of the curriculum program. The poem by Kotlyarevsky «Eneyida» consist a lot of language sexism which are abusive and not acceptable in modern discourse. On the contrary, we should pay more attention to the works where children can see not typical stories of women, for example in «Institute-girl» by Marko Vovchok. In the content of the curriculum and textbooks we advise to focus not only on suffering, moral degradation of the characters or their idealization but offer students find solutions to characters life problems.

The problem of gender and language correlation is much complicated question than it seems

at a first glance. It not only reflects the treatment of women by men in society, but also is able to form our understanding of sex and our attitude towards women. Language itself is not sexist, but it become such because of those who use it [24]. *Gender sensitive language*, as mentioned in *Gender bias in school textbooks* [6], is the best way to present gender issues in textbooks context, but gender sensitive language should not make women visible, include them in context only, and keeping misrepresent them in stereotypical ways, but should make them genuine equal in context. Linda Lindsey stated that «in dealing with the generic issue, we should encourage inclusiveness and avoid sexism», using pronoun «they» for example, is more acceptable than «she and he» [16, c. 76]. We advise to omit texts with gender offensive expressions or those that negatively portray gender representatives. It is better to avoid stereotypical images of gender roles (for example, manager – a man, teacher – a woman); The curriculum should follow a gender-neutral vocabulary – instead of using name of a female or a male profession it is advised to use universal name of profession or role performed by both sexes and call men and women equally and do not use endearing or other special forms to one of the genders. In the study of texts where gender component is present, during discussion gender terminology should be used and explained, for example: «feminism,» «gender,»

Table 2

**Commonly used adjectives and nouns for female and male heroes to denote feminine and masculine traits and social roles**

Female adjectives	Male adjectives	Female nouns	Male nouns
Beautiful	Active	Housewife	Fellow
Weak	Logical	Daughter	Boy
little	Serious	Princess	Husband
passive	Beautiful	Girl	Student
emotional	Clever	Schoolgirl	Son
irrational	Mean	Housemaid	Slave
kind	Courageous	Wife	Warrior
loving	Rational	Widow	Father
suffering	Curious	Wench	King
caring	Hard-working	Witch	Regent
sensitive	Successful	Mother	Prince
hard-working	Rich	Single-mother	Owner
polite	Poor	Mistress	Master
poor	Fighting	Muse	Blacksmith
sweet	Strong	Queen	Pope
lonely	Obsessed	Governess	Lord
charming	Slim	Teacher	Mister
ugly	Obese		Worker
sacrificing	Ugly		Slave

Table 3

Grade	Composition	Female roles	Male roles
5 <sup>th</sup> grade	1. «Painted Fox»	1. Females are silly and easy cheated by clever and sly males.	1. Males are clever, sly and extremely successful in cheating.
6 <sup>th</sup> grade	1. «A secret society of cowards, oranti fear remedy # 9.»	1. Female character is kind and helping, but at the same time weak and suffering.	1. Male characters adventurous and curious, fantastic and brave.
7 <sup>th</sup> grade	1. «Oryusya»	1. Main female character depicted as beautiful, loving, hard-working at home young girl.	1. Male characters strong, handsome, wise, controlling and organizing leader, fighter.
8 <sup>th</sup> grade	1. «Place for Dragon».	1. Female characters are invisible and mentioned only once as a daughter of king.	1. Males are described as good friends, intelligent persons, writers.
9 <sup>th</sup> grade	1. «Lileya».	1. Female characters are suffering and weak, poor and depending on men.	1. Male characters mean and ugly, exploit other people especially women.

«gender identity culture», «feminine» «masculinity» «androgyny», «gender harmony/disharmony», «gender equality/inequality» «gender discrimination», «gender violence» and so on.

In the texts containing gender component, we advise to use gender methodology: study gender view of author in the text; gender characteristic picture of the world; comparing different views of characters and place of the man and women in the family, in social, political, and industrial areas; study characteristics of gender discrimination or equality; determine the main causes of disharmony in the relationship between men and woman; make comparison of a gender ideology, compare gender views of heroes on the relationship between men and women in other works. Michael Kimmel points out that some changes have occurred over the past-quarter century. In children's books today, girls and women are far more likely than before to be depicted as the main character, and far less likely to be depicted as passive, without ambition or career goals. But gender stereotypes still prevail: girls are still depicted as more interested in domestic life than boys are [12; 164]. Thus, the development of postindustrial modern society leads to the deep cultural changes and promote gender equality. Cultural change in attitudes toward the roles of women and men can thus be regarded as necessary, although not sufficient, condition for the consolidation of gender equality [11].

**Conclusions.** Content analysis of school textbooks for Ukrainian literature in 5-9 grades led the researchers to the conclusion that they were compiled without consideration for gender balance. In the content of a curriculum program women are positioned as characters of sacrifice, labor, housewife, mother, men – the leader, the aggressor, intellectual personality. As a result, at the age of junior high school girls find out that they are more valued for their appearance than for their talents [12], low self-esteem, and society pressure and expectations influence female students to choose humanitarian direction while entering university, and as a result get low-paid occupation in future. «The direction of the gendered society in the new century and the new millennium is not for women and men to become increasingly similar, but

for them to become more equal. For those traits and behaviors labeled as masculine and feminine – competence and compassion, ambition and affection – to be accepted as distinctly human qualities, accessible to both women and men. Such a transformation does not require that men and women become more like each other, but, rather, more deeply and fully themselves» [12]. Gender-sensitive language in textbooks develops student's consciousness with value of gender parity principle. And in order to make language gender-neutral it should be recognized that males are regarded more highly than females as argued by gender sociological researcher L. Linsey (2005) [16, c. 92].

Gender-sensitive curriculum needs to design new methodology, and Ukrainian government made an obvious progress of implementing in school life gender-sensitive curriculum according to the standards of EU countries. It should be mentioned that Ukraine is still very young country and gained its independence from Soviet Union in 1991, since that event passed too less of time on the way of democracy, transparency and human rights of both genders. And almost two decades ago textbooks in Ukraine were designed by the standards of former USSR, where equal rights between women and men were declared but not followed by everyday life practice. Ukraine is undergoing a complex process of transformation from communist to democratic values, it has been done an obvious progress on this direction by publishing more improved textbooks year by year, but it could be done more in a rapidly changing world and facing reality of women's equality in developed countries.

From the current study, we can make conclusions only about gender segregation in so-called hidden curriculum, but we are unclear about other aspects of hidden curriculum related to nationality and social class issues. As being currently study in Taiwan, connected with educational system in Taiwan, researcher interested in **further study**, **where** we would examine hidden curriculum in middle school of Taiwanese literature textbooks for the gender discrimination, make comparison with Ukrainian one and make future suggestions for both countries educational curriculum.

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### БЕЗГЕНДЕРНИЙ КУРС НАВЧАННЯ ЗА ПІДРУЧНИКАМИ З УКРАЇНСЬКОЇ ЛІТЕРАТУРИ ДЛЯ УЧНІВ 5-9 КЛАСІВ ЗАГАЛЬНООСВІТНІХ ШІЛ

#### Анотація

Стаття присвячена гендерним питанням базової освіти в Україні. Здійснено аналіз національної програми безгендерного курсу навчання з української літератури та підручників для 5-9 класів загальноосвітніх шкіл. У глибинному аналізі текстів виявлено великі розбіжності у гендерних уявленнях у текстах авторів та героїв. Під час вивчення сюжетів прозових текстів були помічені гендерні стереотипи, головним чином у романах, де описані старі українські патріархальні сімейні традиції. Мовні сексизми також були представлені на лексичному, семантичному, морфологічному та синтаксичному рівнях. Стереотипи героїв у романах виявлені шляхом використання жіночих та чоловічих прикметників. Жіночі типові прикметники – красиві, слабкі, пасивні, емоційні, ірраціональні, добрі; чоловічі типові прикметники – активні, розумні, логічні, мужні, цікаві, успішні, сильні. Соціальні ролі в суспільстві дуже суворо поділені: чоловіки представлені як герої, воїни, майстри, а жінки – домогосподарки, дочки, дівчата, матері та вдови. Автор пропонує вилучити тексти, в яких зображені старі патріархальні традиції, а натомість рекомендуються тексти сучасних письменників для читання.

**Ключові слова:** навчальна програма, національна програма, шкільні підручники, гендерні дослідження, гендерні стереотипи, гендерні уявлення, гендерна категорія, підкатегорія, патріархальні традиції, компонент гендерної справедливості, гендерно-чутлива мова, мовний сексизм, соціальна роль.



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## **БЕЗГЕНДЕРНЫЙ КУРС ОБУЧЕНИЯ ПО УЧЕБНИКАМ УКРАИНСКОЙ ЛИТЕРАТУРЫ ДЛЯ УЧАЩИХСЯ 5-9 КЛАССОВ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ**

### **Аннотация**

В статье рассмотрены вопросы гендерного образования в Украине. Осуществлен анализ национальной программы безгендерного курса обучения на уроках украинской литературы и учебников 5-9 классов общеобразовательных школ. В анализе текстов выявлены расхождения в гендерных представлениях по тексту авторов и героев. При изучении сюжетов прозаических текстов были подмечены гендерные стереотипы, главным образом в романах, где описаны старые украинские патриархальные семейные традиции. Языковой сексизм также был представлен на лексическом, семантическом, морфологическом и синтаксическом уровнях. Стереотипы героев в романах выявлены путем использования женских и мужских прилагательных. Женские типичные прилагательные – красивые, слабые, пассивные, эмоциональные, иррациональные, добрые; мужские типичные прилагательные – активные, умные, логичные, мужественные, интересные, успешные, сильные. Социальные роли в обществе очень жестко определены: мужчины представлены как герои, воины, мастера, а женщины – домохозяйки, дочери, девушки, матери и вдовы. Автор предлагает изъять тексты, в которых изображены старые патриархальные традиции, а взамен рекомендуются тексты современных писателей для чтения.

**Ключевые слова:** образовательная программа, национальная программа, школьные учебники, гендерные исследования, гендерные стереотипы, гендерные представления, гендерная категория, подкатегория, патриархальные традиции, компонент гендерной справедливости, гендерно-чувственный язык, языковой сексизм, социальная роль.