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Модель формування гендерної вихованості учнів з порушеннями інтелектуального розвитку

Model of formation of gender education of students with intellectual disabilities

Анотація. Актуальність теми полягає у піднятті автором важливого питання впровадження гендерного виховання, адже саме завдяки цілеспрямованій роботі у цьому напрямі учні, а особливо учні з порушеннями інтелекту, зможуть більш глибоко зрозуміти всю структуру людських відносин, і відповідно, гармонійніше побудувати своє життя, а дорослі – позбутися застарілих стереотипів та покращити взаємозв'язок із дітьми. Метою статті є розгляд та обґрунтування моделі формування гендерної вихованості учнів з порушеннями інтелектуального розвитку. Методи дослідження полягали у змістовному аналізі напрацювань науковців щодо вивчення гендеру, а саме: як вони описували основний феномен та його взаємозв'язок із супутніми поняттями. У результаті ми змоделювали та описали етапи формування гендерної вихованості (I – пояснення різниці між статтю та гендером; II – статева та гендерна соціалізація; III – статева гомогенізація; IV – накопичення

знань щодо гендерної культури та гендерних стереотипів; V – накопичення знань щодо гендерних ролей; VI – становлення гендерної ідентичності людини; VII – формування гендерної свідомості людини), а також чинники, які впливають на цей процес (соціальні, культурні, педагогічні, психологічні). У висновку ми дійшли думки, що гендер є динамічною та контекстуальною конструкцією, і його формування залежить від взаємодії певних факторів, таких, як: культура, соціальний контекст, виховання та індивідуальний досвід; на якість знань з розуміння всіх особливостей гендеру можна вплинути позитивно (наприклад, проводячи виховні заходи відповідної тематики: позбавлення стереотипів, знайомства з різними культурами, програвання різних гендерних ролей, допомога у становленні ідентичності тощо); без цілеспрямованих заходів учні з порушеннями інтелектуального розвитку не зможуть самостійно розбиратись у гендерних питаннях. Отже, впровадження гендерного виховання сприятиме позитивним змінам у ставленні до гендеру, допоможе формувати особистість дитини з порушеннями інтелекту відповідно до засвоєних цінностей та переконань, а також сприятиме покращенню взаємин в усіх сферах життя.

Abstract. The relevance of the topic lies in the fact that the author raised the important issue of the implementation of gender education, because precisely thanks to purposeful work in this direction, students, and especially students with intellectual disabilities, will be able to understand more deeply the entire structure of human relations, and accordingly, build their lives more harmoniously, and adults - to get rid of outdated stereotypes and improve relationships with children. The purpose of the article is to consider and substantiate the model of gender education of students with intellectual disabilities. The research methods consisted in a meaningful analysis of the work of scientists in the field of gender studies, namely: how they described the main phenomenon and its relationship with related concepts. As a result, we modeled and described the stages of the formation of gender education (I – explanation of the difference between sex and gender; II – sex and gender socialization; III – gender homogenization; IV – accumulation of knowledge about gender culture and gender stereotypes; V – accumulation of knowledge about gender roles ; VI - the formation of a person's gender identity; VII - the formation of a person's gender consciousness), as well as factors that influence this process (social, cultural, pedagogical, psychological). In conclusion, we came to the opinion that gender is a dynamic and contextual construct, and its formation depends on the interaction of certain factors, such as: culture, social context, upbringing and individual experience; the quality of knowledge on the understanding of all the features of gender can be positively influenced (for example, by conducting educational activities on the appropriate topic: getting rid of stereotypes, getting to know different cultures, playing different gender roles, helping in the formation of identity, etc.); without targeted measures, students with

intellectual disabilities will not be able to independently understand gender issues. Therefore, the implementation of gender education will contribute to positive changes in the attitude towards gender, will help shape the personality of a child with intellectual disabilities in accordance with the acquired values and beliefs, and will also contribute to the improvement of relationships in all spheres of life.

Ключові слова: гендер; гендерна соціалізація; гендерна культура; гендерні стереотипи; гендерна ідентичність; гендерна свідомість.

Keywords: gender; gender socialization; gender culture; gender stereotypes; gender identity; gender awareness.

Introduction. Gender education is an important aspect of modern society. With a deeper study and analysis of the work of scientists who studied changes in society and their relationship with the development of gender, we can say that gender is present in all areas of our life and, accordingly, by introducing gender education, it is possible to improve life (for example, to achieve equality between men and women, building equal partnership relations). Gender education helps to overcome stereotypes about traditional «female» and «male» professions and types of work, contributes to a more equal distribution of roles in society, helps to raise awareness of harmful traditions that can limit the personal development of an individual due to the limitations of roles and expectations of society, helps to create a tolerant and an accepting society for people with different gender identities, prevent violence and discrimination). Gender education is especially important for students with intellectual disabilities, because without appropriate educational influence, they will have a rather limited, stereotyped, or even modified understanding of all the above-described areas of life.

Analysis of relevant research. Scientists have proven that the concept of gender is multifaceted, the components of its structure were considered by such scientists as Butler (1990), Bendas (2013), Bern (2011), Bogdanovska (1999), Vdovichenko (2000), Gradusova (2010), Zakharova (2004), Zhorova (2018), Moiseyenko (2002), Strunnikova (2006), Shidelko (2008) and many others. In the

process of analyzing various aspects of the structure of gender, we developed a holistic view of this phenomenon, on the basis of which we developed a model for the formation of gender education.

Aim of the Study – consideration and substantiation of the model of formation of gender education of students with intellectual development disorders.

Research Methods. To reveal the goal, we analyzed the work of scientists in the field of gender studies (Kryvorotko, 2023), paying more attention to how scientists reveal certain concepts related to gender, how these concepts were modified, and how scientists described the relationship of these concepts. The theoretical analysis made it possible to develop a model of the formation of gender education of students with intellectual disabilities, and below in the results of the study we present its description.

Results. In the course of its existence, a person's life goes through various stages of development, which are influenced by multivariate factors, the personalities of others, the individuality of a person and his ability to analyze all this, and, accordingly, accept it or not. The multifaceted concept of gender also develops in the course of life. In fig. 1, we present the author's model of the formation of gender education, developed within the framework of the study of the formation of gender education of students with intellectual development disorders.

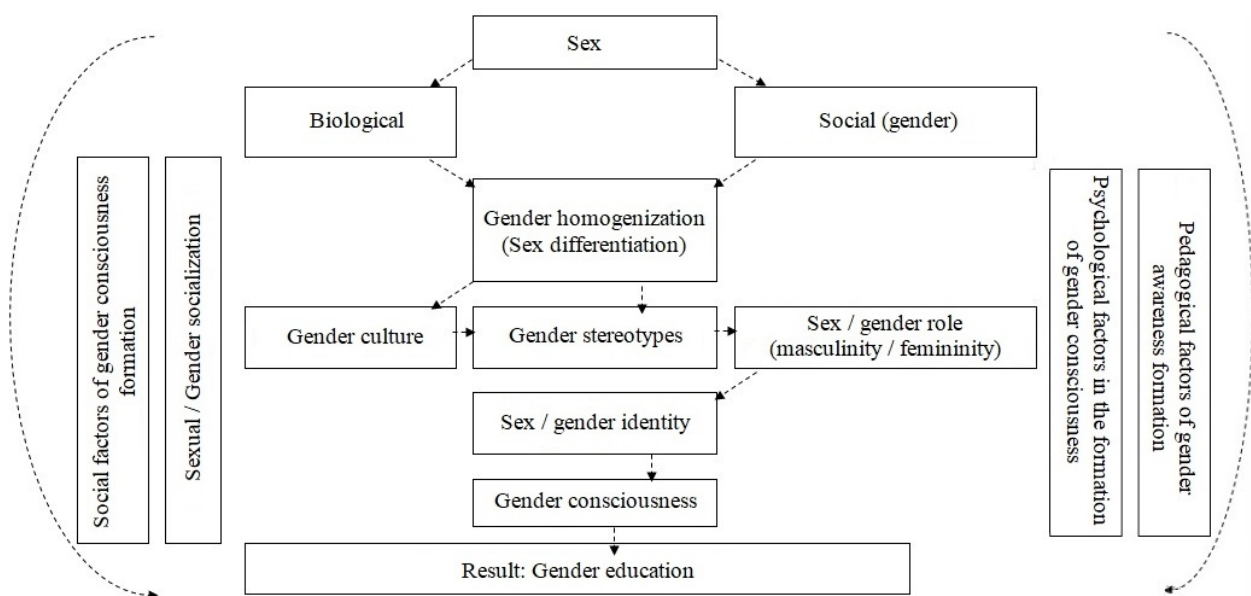


Figure 1. – Model of the formation of gender education

According to the given model, we determine that the formation of gender education takes place directly in the process of human life and goes through certain stages. Let's stop at each stage and briefly reveal our view on each of the phenomena of gender education that are formed at different stages of a child's development. We note in advance that our conclusions are based on the results of previous research on the chosen topic, and the components of gender education identified by us are mutually determined and interconnected. Also, in accordance with the elucidated dynamics of gender, the distribution of the formation of its main phenomena by stages is conditional and depends on the individual characteristics of the child and his social environment.

The first stage is an explanation of the difference between sex and gender.

Gender education of a person begins with giving children an idea of what gender is. In the scientific literature, it is described that it can have two variants (biological and social). Biological sex is determined by physiological characteristics, such as genotype, hormonal status, anatomy, and others. Gender is a socially constructed identity that can change depending on social and cultural changes in society. The second option is also called gender. Gender social sex can have various elements (role in the family, professional interests, style of clothing, means of speech, hobbies, etc.). Accordingly, gender is a dynamic and contextual construct, and its formation depends on the interaction of various factors, such as culture, social context, upbringing and individual experience.

Realizing that sex and gender are two different concepts, together with students I understand that every person has the right to their own self-determination.

Understanding what gender is is a stage in the formation of gender education, breaking this decision to understand the difference between school belonging and social ideas about gender.

Gender formation is carried out through socialization, division of labor, the system of gender roles, the family, mass media; as well as by the person himself in accordance with his attitudes to the gender schemes set by society.

According to research by scientists, children with intellectual disabilities may have limited awareness of gender issues, including sex-role behavior, sexual activity, sexual orientation, and general awareness of these issues.

The second stage is sexual and gender socialization.

Sex and gender socialization begins in the family from the very birth of the child, and as the child grows up, it should improve and deepen through interaction with other social institutions (friends, peers, mass media). This process takes place throughout a person's life, and according to the acquired knowledge, it can influence the formation or modification of a person's views, ideals and principles, which he accepted for himself as a norm. All this affects the child's behavior, because when socializing, he aligns his behavior with the norm or vice versa, acts contrary to the norm, or constructs his own norm.

In adolescence, the opinions of friends, peers, and mass media begin to play a major role in the process of gender socialization. More often, the assimilation of norms occurs at the subconscious level (Shydelko, 2008), because the child during this period wants to build an impression of himself as a confident and interesting personality. And in the pursuit of social approval, she may not think about whether the norms that society offers her are really acceptable for her, whether they will really reflect her essence. And in children with intellectual disabilities, at this stage of socialization, their potential (peculiarities, aptitudes, abilities, inclinations and positive qualities) is revealed, as well as the correction of consciousness, therefore it is extremely important to help them adequately perceive themselves and their capabilities, otherwise perceived social norms will simply be assimilated without analyzing their usefulness, appropriateness, relevance, etc.

That is, in adolescence, social factors play an important role in the formation of a child's gender consciousness. This is emphasized by a number of Ukrainian scientists (Sharonova, 1999; Tatyanchikova, 2011; Zharikova, 2011).

Among such factors, we pay attention to the most influential ones.

1. Family upbringing. The family has a great influence on the formation of gender consciousness, as it is the first social environment where a child learns gender stereotypes and roles.

2. Culture and traditions. Gender stereotypes and roles in the community are determined by the culture and traditions of a certain social, ethnic or national group. Yes, in some cultures, a woman may be limited in her abilities, and a man should be the main breadwinner of the family.

3. Religion. Religious views also influence the formation of gender consciousness: different religious beliefs may have different gender roles and stereotypes.

4. Mass media. Mass media, such as television, movies, magazines, etc., influence people's perceptions of gender roles and stereotypes.

5. Education. Education is an important factor in building gender awareness because it provides people with knowledge and skills that can influence their understanding of gender stereotypes and roles.

As we can see, the main factors of personality socialization are the elements of the social environment with which a person interacts. The influence of these factors, which comes from the family, school and other elements of the social organism, has an educational orientation and is designed to form collective reactions in individuals, adequate to the influence of the social environment. Through socialization, mutual understanding and communication of people is ensured. With the help of socialization, social ideals, values, and patterns of behavior are instilled (Sharonova, 1999).

High school students are already guided in their behavior by their own norms, which are a conglomerate of norms learned in the family, group norms acquired among peers, value norms that are broadcast through movies, computer games, the style of behavior of music stars, etc. They acquire and implement basic value guidelines and norms in the environment of their peers (Bogdanovska, 1999). During this period, any instructions regarding changes in the values and norms formed by students will be very difficult, because high school students have already thought

about what is important for them, and have no desire to think about other norms, to radically change the ones they have.

The third stage is the process of identifying the child with members of his own sex.

This process is called sexual homogenization (sex differentiation). Usually, this stage begins around 18 to 24 months, when a child first understands whether they are a «boy» or a «girl». For most children, this has to do with recognizing the difference between their body and other people's bodies. And then identification continues in early childhood, when children learn to perceive the world through the prism of gender, namely: observing how different people behave, talk and interact with each other, and that this interaction differs depending on the gender of the people with whom they interact ; learn to determine the gender of people based on their external features, such as clothing, hairstyle, mannerisms and speech. This process of gender homogenization helps children to identify with their gender, to understand the difference between men and women, and to feel a sense of belonging to their gender and perceive other people according to their gender. This can help children understand their roles in society and become more adaptable to the social environment.

In more detail, this process according to age limits is described as follows (Zharikova, 2011): at the age of about one and a half years, children begin to distinguish their gender, primary gender identity is formed, which is the most stable element of self-awareness at this stage of socialization. Already at the age of three, children know their gender and can distinguish the gender of the people around them, although they associate it with external, often accidental, signs. At the age of 4-5, children's interest in genitals and the mechanism of childbirth increases. In addition, by the age of five, a child can "see" himself in the shoes of others and assume their role, which is the most expressive role identification (such as with parents of the same sex).

The child most actively gets used to the roles, interests and values characteristic of his gender during the preschool age. Most children, according to researchers,

finally realize the immutability of their gender at the age of 6-7. By this age, there is a significant diversity of activities, interests and behavior styles, and children choose different games and partners, which contributes to the awareness of gender differences. It is noted that by this age gender-role identity is formed to a certain extent, and the success of this process depends on the competence and authority of the father of the same sex, as well as on the emotional connection with the father of the opposite sex.

Therefore, sexual homogenization is an important element in the formation of gender education, but it is important to ensure that it does not turn into gender discrimination and does not limit the freedom and individuality of each person. Therefore, it is important to emphasize that although people differ in gender and may have common characteristics according to it, gender does not define them, so each person can express themselves differently.

IV stage – accumulation of knowledge about gender culture and gender stereotypes.

Gender culture ensures the acquisition of knowledge, skills and values regarding norms of behavior, which are decisive in a certain society (culture). A child can acquire such knowledge in the process of sexual homogenization and socialization (through family, school, religion, mass media, cultural traditions) and through independent familiarization with thematic literature.

In the process of mastering gender culture, the child learns social norms, rules, values, and principles inherent in the society in which he lives. The child learns how it is customary for women and men to behave in the respective culture. By interacting with the world around them, the child learns the role of each gender in society, their responsibilities, rights and expectations.

Research in the field of cultural anthropology has proven that what is considered a characteristic of women in one society may be a characteristic of men in another, and these characteristics may also differ for different social strata, different generations, and depend on ethnic, religious, racial groups, etc.

Thus, gender roles are determined by socio-cultural norms and expectations, not natural sex. Gender role is considered as a system of expectations regarding behavior, and not as a role expected by nature (Zhorova, 2018). Knowledge of gender culture can help students understand what actions and behaviors are discriminatory or offensive to others based on gender, and how to avoid such behaviors.

However, it is important to note that gender culture is dynamic and changes over time. Therefore, it is important that children not only learn traditional gender roles, but also be open to other options for interaction and perception of gender identity. This can be done through teaching tolerance, respect for different gender identities and understanding that each person is entitled to their own unique sense of self.

At the same time, learning gender culture, the child can also learn gender stereotypes. They, first of all, facilitate the understanding of relationships between people, and secondly, they are general ideas about how men and women should behave. Such stereotypes may include appearance, character, and role expectations for men and women (e.g., women are responsible for child care and housekeeping, while men work and provide for the family; women should be tender, touchy, and empathetic, and men - strong, decisive and fearless). Also, stereotypes can have positive or negative connotations, depending on the context.

Gender stereotypes can be positive when they contribute to the development of positive human qualities, harmonious relationships or ensure the maintenance of a healthy lifestyle. For example, if boys are brought up in an environment where they are taught to be brave and solve problems, it helps them to develop as strong individuals and ensure success in life.

Gender stereotypes can be negative when they limit a person's opportunities and support harmful stereotypes. For example, women may be excluded from careers or receive fewer opportunities for career advancement because they are seen as less productive and unstable at work because of the potential responsibilities of motherhood.

Scientists emphasize that gender stereotypes do not necessarily have to be implemented, they are only generalized ideas about certain aspects of gender. A

person should have his own conscious ideas about gender and make every effort to support the equality of the sexes in all spheres of life. It is important to maintain a balance between using stereotypes as a way of building positive qualities and avoiding limiting people's opportunities.

Stage V – accumulation of knowledge about gender roles.

In the process of mastering the components of gender education at the previous stages, sometimes the assimilation of stereotypical gender roles that surround the child occurs. Gender roles are formed on the basis of personal experience of interaction with others, analysis of observations of human behavior and features of interaction between others.

Society itself determines the content of the social role of women and men. It develops the individual's abilities in a certain direction, limiting their development by stereotypes that influence the choice of the field of activity, professional knowledge, etc. (Moiseyenko, 2002). Although gender roles are based on the performance of social functions, most researchers define them as the same constructs of «man» and «woman» that are fixed in gender stereotypes. Conversely, adherence to gender stereotypes or the strictness of society's requirements for their fulfillment determine the child's choice of gender role.

A child's accumulation of knowledge about gender roles is a process that occurs throughout childhood and adolescence. The individuality of the child (level of development and interests) is especially important. For example, a child may be more interested in traditional gender roles, such as those of mother and father, or in more unusual ones that are not associated with stereotypes. It is important that the child has the opportunity to express his interests and explore different gender roles without restrictions.

In adolescence, the socio-role repertoire of the child expands significantly. A teenager learns and reproduces models of social behavior, achieves a balance between dependence and independence. At this age, a personal system of value orientations is formed. All this and many other socio-psychological achievements of a teenager become the subject of reflection for the first time, contribute to the

formation of social identity, the design of the «I-concept» (Strunnikova, 2006). Therefore, it is extremely important that the adults who surround the child provide him with information about different gender roles, attitudes towards them based on the principles of gender equality. This can be done through simple conversations, the use of various resources (books, videos, games), as well as your own positive example of behavior that demonstrates equality and respect for all people. For example, children can take on different roles in a role play or theater production to better understand different gender roles and stereotypes.

Gender roles are a social construct, not clearly defined traits that are present in each sex. And for the child to understand this, you can use examples from different cultures and history where there were different variations of gender roles and sexual identities.

It is important to remember: the accumulation of knowledge about gender roles is a process that does not end in childhood, but continues throughout a person's life. At any age, a person can learn new things about gender roles and develop their outlook on them.

The VI stage is the formation of a person's gender identity.

During the learning of the previous stage, it is important that the child receives a positive example and support in the development of his identity and attitude to gender roles. In the earlier stages, children may experience doubts about their gender identity as they begin to realize that gender roles and the expectations associated with them can be restrictive and stereotypical. This pushes the child to search for his true gender identity. Judith Butler generally defines that gender is a process of identity construction (Butler, 1990).

Therefore, we understand gender identity as a person's inner conviction about his own gender, which is formed in the process of socialization at all the above-mentioned stages. This is the internal feeling of what gender a person feels he is (it can be different from the biological sex that a person receives at birth).

In accepting one's gender identity, a person goes through the following phases: exploration, acceptance, doubt, and change. A person's gender identity begins to form

on the basis of various factors: cultural norms, social environment, stereotypes, personal experience, etc.; and also depends on biological, social, psychological, genetic and hormonal factors. Gender identity is expressed through interaction with the environment. A person begins to use their gender identity to interact with others and fulfill gender roles that correspond to their sexuality. Over time, ideas about gender become fixed and become part of a person's identity.

According to Strunnikova (2006), the first two phases are characterized by passive acceptance of social roles and subordination to society, when the child is aware of the judgments of others and seeks to act in such a way as to earn their approval. On the basis of awareness of the general rules of social behavior, she begins to form her own ideas about good and evil. The last stages are characterized by the awareness of possible contradictions between different moral beliefs and the formation of one's own ethical system, which is based on universal moral principles.

It is believed that between the ages of 7 and 12-13, a child develops for himself a style of behavior that best meets his needs, and at the same time complies with general social norms, and in the period from 12 to 26 years he forms his own psychosexual orientations (Zharikova, 2011).

It is known that a child learns many things at an unconscious level, but even at that level significant individual differences are manifested. And in the process of conscious choice, a person's freedom increases: he accepts some norms of thinking and behavior, shows stability in relation to others, does not succumb to the pressure of social expectations. In this regard, O. S. Vasilyeva and O. V. Zavhorodnia single out conformist and egocentric tendencies in the formation of personal values. Each of these tendencies is determined by the following indicators: a) conforming tendencies: orientation towards other people (unformed own position); insufficient autonomy and assertiveness (ability to defend one's interests, achieve one's goals); b) egocentric tendencies: low empathy, self-centeredness, egocentric ignoring of other people's interests. As they note, an uncritical, conformist orientation to the norms and values of the social environment (in particular, rigid gender schemes) inhibits the development of the individual (Vasilyeva & Zavhorodnya, 2001).

Zakharova L.G. defines mature, or achieved, gender identity as the status of a person who, on the basis of independent decision and conclusions, has achieved a stable understanding of himself as a man or a woman, accepted himself completely through gender behavior that corresponds to his biological sex (Zakharova, 2004) .

The continuation of the view of Jacques Pujol is very appropriate in the formation of gender identity: «Equilibrium occurs only when a person correctly accepts the coexistence of male and female essence in himself and does not try to break himself, since their percentage ratio in each person is different» (Socio-Political Journal «Through the eyes of women», 2000).

Recently, more and more people are starting to talk about the diversity of gender identities and expressions. For example, in addition to traditional gender identities such as male or female, there are other gender identities such as non-binary or transgender. The sense of belonging to a certain gender identity is a personal choice for each person, and it is important to respect the diversity of gender identities and expressions.

Family, school and social environment have a significant influence on the formation of a child's identity. It is important that parents, teachers and others support the child in his individual needs and choices, as well as help him understand the world and himself.

Since a person is in a constant process of development, a healthy identity is a constant work on oneself. In order for a child to form a healthy identity, it is necessary for him to understand his own needs and feelings, adhere to his values and live according to them, be open to new experiences and be ready for changes.

The VII stage is the formation of a person's gender consciousness.

Gender consciousness is formed during a person's life on the basis of all previously described stages, and is the final stage, which involves the existing competences of all previous stages: ideas about the role and importance of men and women in society, stereotypes about masculinity and femininity, gender values, perception of gender roles, gender behavioral strategies, etc.

A person with a formed gender consciousness is able to understand and accept different gender identities and show respect for the rights and freedoms of every person, regardless of gender. She realizes that gender is a socially constructed, not a biological category, and understands the importance of fighting gender discrimination and inequality.

Also, a person with a formed gender consciousness has the ability to self-critically look at their own stereotypes and beliefs regarding gender issues and is capable of self-education on these issues. She feels responsible for supporting gender equality and can be an active participant in various gender initiatives and events.

According to the model concluded by us, the result of the VII stage is the gender upbringing of the individual, which includes all the achievements of the formation of gender consciousness.

All described structural components and processes are interconnected and depend on social (considered in the description of the II stage), cultural (characterized in the IV stage), psychological and pedagogical influences (factors).

Psychological factors of gender consciousness include various aspects of a person's psyche that influence the formation of his gender identity and behavior. We single out the following among them.

1. Individual characteristics of the personality: temperament, character, lifestyle, level of self-awareness and self-knowledge, etc. These factors can influence a person's perception of their gender identity and role in society.

2. Socio-psychological processes: identification with significant others, social influence, interpretation of social situations, perception of social norms and values, etc. These factors influence the formation and establishment of gender identity and role in society.

3. Personality development: formation of certain qualities, such as independence, communication, empathy, self-confidence, etc. These qualities can influence the perception and implementation of gender roles.

4. Psychological and emotional experience of interaction with representatives of different sexes: with relatives, friends, partners, work colleagues, etc. Interaction with

other genders can influence the formation of perceptions and implementation of gender roles, as well as attitudes towards other genders.

5. Psychological climate in the family, school, work, etc.: the presence of stereotypes regarding the roles and behavior of men and women in a certain profession.

Pedagogical factors have a significant impact on the formation of gender awareness in children and youth. We consider the following to be the main pedagogical factors.

1. Organization of the educational process. It is important to include in educational materials about different histories, traditions, cultures, as well as to take into account the diversity of sexual and gender identities. Educational materials should be diverse and accessible, so that children can understand that all people are different, and this is the norm.

2. Educational process. Educators must be ready to carry out educational work aimed at forming equal relations between the sexes and reducing stereotypes regarding the roles of men and women in society. Education should contribute to the formation of gender awareness and the development of empathy.

3. Communication. Educators should demonstrate an example of equality in relations with children and youth, contribute to the creation of a society open to dialogue and the development of gender awareness. At the same time, it is important to take into account the individual needs and characteristics of each child or young person.

4. Creating a safe environment. It is necessary to exclude any form of discrimination and violence, as well as to support all participants in the educational process in cases of discrimination against them.

5. The use of various pedagogical technologies and methods aimed at the formation of gender equality and respect for different social roles and sexes.

6. Inclusion of topics of gender equality and issues of gender identity in the educational content.

7. Creation of conditions for the interaction of students of different genders, including at different stages of education and in various extracurricular activities.

8. Spreading among the teaching staff the ideas of understanding and maintaining gender equality and respect for different social roles and sexes.

9. Promoting students' self-determination of gender identity and supporting different choices related to gender roles.

10. Work with parents of students. It can be individual consultations, parent meetings, business games, etc. Working with parents can reduce the impact of stereotypes that are often found in families and support parents in their role as partners in the education and upbringing of children.

In the implementation of the model described in the article regarding children with intellectual disabilities, we will take into account the specifics of mastering the knowledge of schoolchildren with intellectual disabilities, which, according to Khokhlina, consists in the fact that in the process of teaching, the material is presented in an elementary form, but relatively sufficient in depth and volume for practical orientation in social life (the logic of construction and presentation of which is from partial to general), because the knowledge of such schoolchildren is limited by the impossibility of deep penetration into the essence of phenomena (Khokhlina, 1999).

Conclusions. Thus, the model of the formation of gender education of a person, and especially students with intellectual disabilities, is important for preparing the young generation for life in the modern world. This model involves a differentiated approach and the use of different methods and materials to achieve the goal, which will help each student develop at his own level and understand the importance of gender equality in our society.

Research perspectives include the development and implementation of a program for the formation of gender education for students with intellectual disabilities in accordance with the developed model and taking into account the selected category of research participants.

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