

Conclusions. *So, we can establish the fact that environmental education has evolved in environmental education for sustainable development, extending its vision system of cooperation «society – the person – nature» on the relevant aspects of social and humanitarian knowledge, thereby enhancing value and increasing attention to solving global environmental problems from the international community.*

Key words: *ecological education; development; balanced development; conception of steady development; conception of noosphere; conception of universal evolutionism; theory of the biotic adjusting; ecosystem.*

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SOCIAL FACTORS OF WOMEN'S EDUCATION DEVELOPMENT IN THE SECOND HALF OF THE XXTH CENTURY

Анотація. *Виокремлено законодавчі основи перегляду соціальних прав жінок і підвищення рівня фінансування жіночої освіти. Схарактеризовано основні напрями діяльності Національної ради з питань дослідження робочої сили та комісії з вивчення людських ресурсів. Здійснено аналіз результатів дослідження, що проводилося Національною асоціацією жінок-деканів. Окреслено особливості діяльності комісії Організації Філіпс, що займалася дослідженням освіти жінок і комісії, що організована Дж. Кенеді, яка займалася дослідженням статусу жінок.*

Key words: *жіноча освіта; жіночий коледж; Національна Кадрова Рада; Комісія з людських ресурсів; Організація Філіпс; Національна асоціація жінок-деканів; Закон про громадянські права; Закон про вищу освіту.*

Introduction. Modern understanding of Pedagogics, as a system of interrelated pedagogical influence and influence in the borders of subjective relations of pedagogical process and socialization of personality, demands revision of definition “teaching” taking into account gender approach, that harmonizes gender relations on the basis of egalitarian principle as the principle of equal laws and opportunities. Nowadays modern educational field is not enough structured according to the directions, for this reason spreading of gender knowledge that began in Ukraine is not fulfilled on equal footing, and its efficacy in most cases depends on efforts of certain specialists. System of gender education should be formed not only due to creation of certain courses on gender problematics in educational standards of higher educational establishments, but also due to inclusion of gender methodology in humanitarian disciplines. Gender approach must disclose and analyze differences in male and female education, gender misbalance in the system of education. For this reason, gender studies should be integrated in the system of Ukrainian higher education due to development of gender-balanced curriculum with the help of inclusion new knowledge on women in traditional social disciplines that demands changes in ideology of higher education in the country.

Curricular of female educational establishments were integrated in many European countries beginning from the 1970s. But analyzing the state of gender education abroad one can state that the brightest is American experience of inclusion gender problems in the system of education. Taking into account previously mentioned facts analysis of American experience is useful for Ukraine, because our country is on the way of development of gender approaches in education.

Analysis of the latest research works. Conducted analysis of modern sociological and pedagogical sources testifies that the process of development of modern pedagogical institutions was worked out by many scientists. Modern problems of gender education were disclosed in works of S. Ivazova, V. Ageeva, T. Govorun, D. Zvereva. The problems of gender politics in education were presented in research works of L. Gonyukova, N. Gryutsak, L. Kobelska. But there are no scientific works, which are devoted to the system analysis of factors, which influenced development of women's colleges in the second half of the XX century.

Purpose. The aim of our article is to analyze factors, which influenced development of women's education in the second half of the XX century. The main assignments of the article are to single out legislative basis of women social rights and reinforcing of women's education financing; characteristics of National Manpower Council, Commission on Human Resources, National Association of Deans of Women functioning.

Results. Having analyzed the reasons of women's education development we singled out certain factors that influenced its development. In 1944 G.I. Bill was signed, which provided military women with the opportunity to get education in higher educational establishments free of charge [1]. In 1951 American Council on Education held a conference that was devoted to the problems of women's social roles change, for they started to fulfill the functions that earlier were performed only by men. A number of students increased due to migration of people from villages to cities. Council stated that women should raise children on scientific basis. In analyzed period concept «democracy» presupposed equal rights of people independently of race or social status.

Legislative basis of analysis of female education was enactment of Equal Rights Amendment, Civil Rights Act, Voting Rights Act, Nurse Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, Higher Education Act. Besides national women's party was established in American Parliament, which developed acts on economic, political and social equality of men and women.

In 1950 Ford's foundation financed establishment of National Manpower Council, which stressed the necessity of getting higher education by women in private and state colleges and scientific research of concept «woman-worker». In 1957 National Manpower Council paid attention to the fact that in the Soviet Union 13000 women study for engineering specialties, while in the USA only 1000. For this reason, for solution of economic crisis Association recommended supplying women with the opportunities to study [3, p. 50].

D. Wolfe organized commission on Human Resources, which studied motivation of women, who wanted to get education and their problems in job hunting. Commission stated that women as men have economic potential, which can be used for development of country, for this reason women should be supplied with the opportunity to study. Members of the commission declared that women have intellectual potential which can be applied in technical specialties. Commission underlined that women face discrimination in studies and at work due to difference in financing research work, that is conducted by representatives of different sexes and difference in salaries.

In 1955 Philips Foundation created Commission on the Education of Women. Comparing functioning of Commission on Human Recourses and Commission on the Education of Women, we came to conclusion that both establishments singled out reasons that pushed women to getting education. Psychologists singled out reasons of cultural and structural character, which led to underfinancing of female education. Researchers underlined that women should choose by

themselves in what way they should fulfill their professional, family and civil duties. Commission underlined the necessity of supplying women with information how to bring up children. Commission worked out recommendations that stimulated development of women's education: increase in financing of adult education, broadening the net of women's colleges, development a system of transferring credits, which were passed by the student earlier; development of flexible curriculum and syllabuses; supplying more women with grants for their research work [5].

In 1952 National Association of Deans of Women was established, members of which for the first time stated that women fulfill five social roles: personal, family, professional, civil and evaluative with dominating of one role on a certain stage of development. For example in 1950th civil role dominated for women took part in a Korean war. Association singled out factors which lead to fulfillment by women certain roles: level of culture and education, motivation. Characteristic feature of National Association of Deans of Women is a research of a wide spectrum. Psychologist M. Jahoda studied differences in women's morality, level of satisfaction and attainments of women who work and lead household and female, who combined two social roles. Sociologists F. Klahogo did research on historical aspect of moving women from household to industry. Sociologist R. Williams traced correlation between level of education and targets, which women form and reactions on social pressure in different historical periods. M. Jons studied peculiarities of self-fulfillment of women at work and at home. Cognitive psychologist R. Blay studied level of social conformism of women at work market. J. Bernard and R. Bley proved correlation between level of socialization an critical thinking, independence and feeling of inner protection. Summing up directions of organization research work we summarized that members of organization singled out seven directions that lead to diminishing the level of discrimination of women: singling out social roles of women in American society and sources of its incorrect identification; research of society influence on the motivation of women; differences in female and male upbringing; research of social factors which influence on leading of a certain role on different life stages; analysis of directions in which men and women want to change their lives.

Conclusion. Conducted research showed that social reasons of women's colleges development are determined by changes in the system of women's education. These changes are reinforced by enactment of certain laws that directed strategy and tactics of women's education development. The most important factor was enactment of laws that provided gender equality: G. I. Bill, Civil Rights Act, Nurse Training Act, Higher Education Facilities Act, Higher Education Act. Establishment of certain commissions and organizations led to development of women's education: National association of Deans of Women, Commission on the Status of Women, Women's Bureau. Diverse work of these organizations led to self-development and self-realization of women in American society, coordination of activities of state and private organizations for realization one of the fundamental rights of every person – right for education. Future research work will be directed towards analysis of women's education development in the XXI century.

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Abstract. Terenko Olena Oleksiyivna, Klochko Larisa Ivanivna. Social Factors of Women's Education Development in the Second Half of the XX Century

Introduction. Nowadays modern educational field is not enough structured according to the directions, for this reason spreading of gender knowledge that began in Ukraine is not fulfilled on equal footing. Gender approach must disclose and analyze differences in male and female education, gender misbalance in the system of education. But analyzing the state of gender education abroad one can state that the brightest is American experience of inclusion gender problems in the system of education. Taking into account previously mentioned facts analysis of American experience is useful for Ukraine, because our country is on the way of development of gender approaches in education.

Purpose. The aim of our article is to analyze factors, which influenced development of women's education in the second half of the XX century.

Results. Having analyzed the reasons of women's education development we singled out certain factors that influenced its development. In 1944 G. I. Bill was signed, which provided military women with the opportunity to get education in higher educational establishments free of charge. In 1951 American Council on Education held a conference that was devoted to the problems of women's social roles change, for they started to fulfill the functions that earlier were performed only by men. A number of students increased due to migration of people from villages to cities. Council stated that women should raise children on scientific basis. In analyzed period concept «democracy» presupposed equal rights of people independently of race or social status.

We singled out legislative basis of analysis of female education among them was enactment of Equal Rights Amendment, Civil Rights Act, Voting Rights Act, Nurse Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, Higher Education Act. Besides national women's party was established in American Parliament, which developed acts on economic, political and social equality of men and women.

In 1950 Ford's foundation financed establishment of National Manpower Council, which stressed the necessity of getting higher education by women in private and state colleges and scientific research of concept "woman-worker". D. Wolfe organized commission on Human Resources, which studied motivation of women, who wanted to get education and their problems in job hunting. In 1955 Philips Foundation created Commission on the Education of Women. In 1952 National Association of Deans of Women was established, members of which for the first time stated that women fulfill five social roles: personal, family, professional, civil and evaluative with dominating of one role on a certain stage of development.

Originality. Summing up directions of organization research work we can state that members of organization singled out seven directions that lead to diminishing the level of discrimination of women: singling out social roles of women in American society and sources of its incorrect identification; research of society influence on the motivation of women; differences in female and male upbringing; research of social factors which influence on leading of a certain role on different life stages; analysis of directions in which men and women want to change their lives. Comparing functioning of Commission on Human Recourses and Commission on the Education of Women, we came to conclusion that both establishments singled out reasons that pushed women to getting education.

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Key words: women's education; women's college; National Manpower Council; Commission on Human Recourses; Philips Foundation; National Association of Deans of Women; Civil Rights Act; Higher Education Act.

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