

## **24 Anti-discrimination examination of textbooks: problems of terminology**

**Natalya Voyevutko, Yuliya Fedorova**

### **ABSTRACT**

The international community constantly monitors the events related to ensuring equal rights and opportunities. In this regard, the issue of gender prevails in various social spheres. It means a hierarchy, stratification and power built into gender relations. The development of a gender theory inevitably led to relevant research in the field of education, which demonstrated that the content of textbooks and curricula was mainly gender-labeled. The modern school should reflect the diversity of life. Therefore, the educational content is highlighted with the emergence of a gender perspective and further anti-discrimination analysis of textbooks and curricula. Focusing on scientific and methodological works devoted to the anti-discriminatory analysis of educational content published in the Modern Greek, Russian and Ukrainian languages, this paper considers related concepts and terms used by the system of education of the states with the abovementioned official languages. The analysis of the anti-discrimination expertise terminology in the Modern Greek, Russian and Ukrainian languages are based on such methods as qualitative and quantitative analyses of the given content in terms of the legislative and scientific-methodological bases. Thus, while analyzing the anti-discrimination aspect of the educational Ukrainian textbooks, we observe a problem when the same phenomena have different nominations in the considered languages, and similar terms have different definitions of content.

## **Εξέταση των σχολικών βιβλίων κατά των διακρίσεων: προβλήματα ορολογίας**

**Наталія Воєвутко, Юлія Федорова**

### **ΠΕΡΙΛΗΨΗ**

Μια εξέταση κατά των διακρίσεων ορίζεται ως η ανάλυση οποιουδήποτε περιεχομένου, τα αποτελέσματα της οποίας παρέχουν μια γνώμη σχετικά με την τήρηση της αρχής της μη διάκρισης, που προβλέπει την απαγόρευση κάθε είδους διακρίσεων συμπεριλαμβανομένων φύλου, φυλής, χρώματος, εθνικής ή κοινωνικής προέλευσης, γενετικών χαρακτηριστικών, γλώσσας, θρησκείας ή πεποιθήσεων, πολιτικών ή άλλων απόψεων, εθνικής μειονότητας, καθεστώτων ιδιοκτησίας, προέλευσης, αναπηρίας, ηλικίας ή γενετήσιου προσανατολισμού. Με τον όρο "εξέταση του εκπαιδευτικού περιεχομένου για την καταπολέμηση των διακρίσεων" εννοείται το σύστημα των ειδικών ονομάτων, το οποίο έχει τη δική του οργάνωση σε λογικό και γλωσσικό επίπεδο και εκφράζει ένα σύστημα εννοιών στη διασταύρωση τέτοιων επιστημών όπως η νομολογία, η κοινωνιολογία και η παιδαγωγική. Ο όρος αυτός στην νεοελληνική, ουκρανική και ρωσική γλώσσα δημιουργήθηκε υπό την επίδραση της αγγλικής ως γλώσσας παραγωγού και υπό την επίδραση των εθνικών παραδόσεων της δημιουργίας όρων.

Ένα από τα προβλήματα της ορολογίας της ανάλυσης των σχολικών βιβλίων κατά των διακρίσεων είναι ονοματολογικό όταν η έννοια του όρου είναι άνισα κατανοητή στις εθνικές γλώσσες, όπως για παράδειγμα συνέβη με μια ομάδα όρων για τη χρήση σημάτων που προστατεύονται από το νόμο και απαγορεύει τις διακρίσεις. Αποδείχθηκε ότι ο κατάλογος αυτών των χαρακτηριστικών σε διαφορετικά κράτη στο επίπεδο της εθνικής νομοθεσίας είναι διαφορετικός. Αυτό εξαρτάται από τις ιδιαιτερότητες των εθνικών αναγκών κάθε κοινωνίας. Αυτό επηρεάζει την κατανόηση της ουσίας της έννοιας της «εξέτασης των σχολικών βιβλίων κατά των διακρίσεων», διότι εάν η διεθνής συνιστώσα του περιεχομένου του όρου μπορεί να ερμηνευθεί ως παγκόσμια (είναι κατανοητή με μοναδικό τρόπο σε όλες τις γλώσσες), η εθνική συνιστώσα του όρου προσθέτει πρόσθετους ορισμούς (ειδικά για τις υπό συζήτηση γλώσσες). Το επόμενο είναι το πρόβλημα της εκφραστικής ουδετερότητας του όρου, που με τη σύγχρονη έννοια θεωρείται ως απαραίτητο μέσο για να επηρεάσει τον αποδέκτη της πληροφορίας, ως ένα περίπλοκο γλωσσικό φαινόμενο, του οποίου ο σκοπός είναι να εκφράσει την ομιλία. Η εκφραστικότητα υπάρχει σε αυτούς τους όρους, οι οποίοι είναι ικανοί να μεταδώσουν τη στάση του ομιλητή στην έκφρασή του. Ωστόσο, παρά το γεγονός ότι στη συντριπτική πλειοψηφία τους οι όροι είναι εκφραστικά ουδέτεροι, είναι πιο σωστό να μην μιλάμε για την εκφραστικότητα ενός όρου ή μιας έκφρασης, αλλά μάλλον για την ένταση ορισμένων σημασιολογικών συνιστωσών. Οι λόγοι της μπορεί να είναι μια προσπάθεια να δοθεί έμφαση στον ελιπίστικο ομιλητή ή μια προσπάθεια να κρύψουν τις προθέσεις τους. Παραγωγικό για έρευνα στα νεοελληνικά, ουκρανικά και ρωσικά συστήματα ορολογίας κατά των διακρίσεων είναι το φαινόμενο της συνωνυμίας των όρων. Ο λόγος για την εμφάνισή του είναι το γεγονός ότι ο γλωσσικός παραγωγός για αυτούς ήταν τα αγγλικά, γεγονός το οποίο οδήγησε σε σημαντικό αριθμό όρων προς τις γλώσσες-αποδέκτες. Αυτές οι λέξεις / φράσεις μεταφράστηκαν σε μητρικές γλώσσες, με αποτέλεσμα την ταυτόχρονη λειτουργία συνώνυμων όρων διεθνούς και εθνικής προέλευσης. Το πρόβλημα της παράλληλης λειτουργίας των συνώνυμων όρων τα συστήματα ορολογίας τώλυσαν με τους δικούς τους τρόπους: η διάκριση ανάλογα με τα πεδία χρήσης, η αλλαγή των ορισμών των όρων με την επέκταση / μείωση του όγκου, την αναδιανομή, την εξειδίκευση της λεξικής αξίας.

## 1 Anti-discriminatory examination of educational content

While analyzing anti-discrimination motifs of educational textbooks it is evident that there are many differences in the national terminology used in the abovementioned national languages. Of course, most of the terms are similar, since they are international legal acts and English are the international language. However, the implementation of the international legal imperative in the national dimension occurred with respect to the state strategies of

terminology formation. This feature influences the formation of national terminology systems. Further analysis of terminology used is made in anti-discrimination paradigm on the example of the Ukrainian, Russian, Greek, and Cyprian educational spaces.

**The purpose** of this research is to investigate the issue of terms and concepts conformity, which relate to anti-discrimination examination of school textbooks in Ukrainian, Russian and Modern Greek languages.

The formation of anti-discrimination expertise of educational content took place in gender theory terms and in the field of legislation and lawmaking. Thus, the content of curricula and textbooks is not gender-sensitive, but rather gender-labeled. The educational content supposedly reflects the diversity of life, specific of gender, and highlights certain features of educational content analysis [7: 462].

Gender expertise is an analysis based on gender methodology. This approach does not simply describes the difference in status, roles and other aspects of men and women' lives, but also analyzes power and dominance established in society through gender roles and relationships [9]. This method is an assessment of institutionalizing gender equality effectiveness in policies, programs, structures of organizations and processes (including decision-making procedures) and related budgets [3].

The purpose of textbooks gender analysis is to identify the proposed social roles, the specific qualities of men and women with narrated to pupils in the textbooks and the specifics of the translation of these images in textbooks in various subjects and at different educational levels [20: 7]. For example, the Moscow Center for Gender Studies (<http://www.gender.ru/>) developed the following criteria for gender analysis of textbooks for higher education: appeal to the values of equal gender relations, gender differences, gender discrimination issues; the gender context of textbook content and teaching aids in pedagogy (positive, sexist); availability of textbooks and textbooks on pedagogy of gender terminology; reference to samples of male and female behavior in textbooks and teaching aids in pedagogy; representation of gender stereotypes; the use of gender symbols in the illustrations; terminological marking of the text by the nouns of the masculine, feminine, or neutral genders [16: 10].

Analyzing educational textbooks in Cypriot educational space in non-discrimination perspective, researchers Δ. Κογκίδου and Μ. Γκασούκα distinguish non-sexist (μη-σεξιστικό εκπαιδευτικό υλικό) educational material and anti-sexist (αντι-σεξιστικό εκπαιδευτικό υλικό) educational material. They differentiate these concepts, emphasizing that non-sexist

education is a teaching material that does not include traditional stereotypical gender segregation and changes in the role of men and women. Non-sexist approach (μη-σεξιστική προσέγγιση) reflects equitable gender models, preserving the traditional and non-traditional roles of men and women, that is, represents a neutral representation of gender stereotypes. Antisexist is an educational material does not contain elements of sexism and gender discrimination, but also provides alternative considerations represented in the roles of men and women that realistically reflect reality; analyzes the advantages of alternative considerations and the difficulties of their implementation, including institutional barriers and discrimination. Antisexist educational material encourages students to criticize and take measures to eliminate sexism and gender asymmetries [2: 22].

But in today's society, the gender dimension gradually changes into non-discriminatory, based on the idea that equality is the goal to be achieved in the decision-making process. In order for the goal to become a reality, the influence of decisions on all groups that have traditionally been discriminated should be taken into account [1: 5].

O. Malakhova, O. Marushchenko, T. Drozhzhyna, Y. Salakhova, V. Selivanenko, in the Ukrainian educational space, defining theoretical and methodological principles of anti-discrimination examination of textbooks, focus on the following most widespread discriminatory practices: quantitative disproportion of both sexes representation (in terms of age, color, ethnicity, religion, disability, etc.); representation of individuals in stereotyped social roles (e.g. sex, age, ethnicity, religion, etc); segregation and polarization by gender; image rights and general human values only through the image of an individual, ethnic Ukrainian, Orthodox without any physical limitations; use of gender-sensitive language [17: 30].

In Ukraine, the Ministry of Education and Science (Order of October 31, 2018) imposes such anti-discriminatory requirements on the content of textbooks: 1) proportional representation of persons for the maximum possible number of protected features — in a variety of possible range of characters/actors of different age, gender, place of residence and etc.; 2) the representation of characters/actors mainly in non-stereotypical social roles; 3) lack of segregation and polarization according to protected features; 4) the image of a person as a whole and universal value through various images; 5) the use of a non-discriminatory language (collective nouns, descriptive constructions, parallel forms of masculine and feminine [13].

It is also important to focus on multiculturalism representation in textbooks related to anti-discrimination requirements, such as the availability of tasks, exercises, comments, illustrations (tolerant attitude towards representatives of different nations, national and ethnic groups, cultures, traditions and beliefs, the ability for inter-ethnic and inter-confessional dialogue), the ability to identify and respect different points of view, understanding the needs and capabilities of other people. The textbooks also cannot transfer information that distorts the content of human rights or gives a false idea of them [12].

In the Republic of Cyprus, the Coordinating Council on Intercultural Education and Gender Relations of the Ministry of Education and Culture, focuses on the fact that textbooks are created on the basis of educational programs and the results of the studies identifying six criteria for anti-discrimination expertise of educational programs: didactic and pedagogical feasibility, content, language, structure - organization, aesthetics, illustrative material. These principles facilitate analysis of gender equality education programs content and reduce inequality in two aspects, both culture, and gender [8: 46].

In the Russian Federation, the Ministry of Education and Science does not provide any anti-discrimination analysis of textbooks. Nevertheless, scientific, pedagogical, social, ethnocultural and regional textbook reviews are relevant and they reflect the principle of non-discrimination to a certain extent. The researchers from Russia mainly focus on the following issues: the formation of patriotism, love and respect for the family, the Motherland, their people, the region etc. All these aspects are correlated with analysis of a tolerant attitude towards the representatives of different religious, ethnic and cultural groups, specifics of interethnic and interdenominational dialogue; reflection of basic national values of Russia, regional and ethno-cultural features of the subject, diversity, the unity of national cultures and peoples in terms of the society's multicultural aspect [18].

Thus, while analyzing the anti-discrimination aspect of the educational Ukrainian textbooks, we observe a problem when the same phenomena have different nominations in the considered languages, and similar terms have different definitions of content.

## **2 Onomasiological problem**

The term "anti-discrimination expertise of educational content" is a system of special terms that has its own organization both at logical and linguistic levels and expresses a system of concepts at the junction of such sciences as jurisprudence, sociology and pedagogy.

Observations on the functioning of this terminology system in the Ukrainian, Russian, Greek and Cyprian educational spaces make it possible to state that in most cases the terms and

concepts on the designation of the examination (including textbooks) on the basis of non-discrimination appeared for the first time in the English, and therefore in the analysis languages are included as direct borrowings from English with the help of an adequate translation of the content within the limits of the tendency to use the generally accepted international terminology. Their adaptation into national languages took place under the influence of national traditions of term creation.

By exploring the process of naming special concepts, one can notice that in all the languages analyzed a group of terms has been formed to denote the features protected by law, which prohibits discrimination. However, the very list of these features in different states at the level of national legislation is different. This indicates a different understanding of the meaning of the term "signs of discrimination".

For example, the Racial Equality Directive (2009) requires EU Member States to prohibit discrimination on grounds of racial or ethnic origin in employment, social protection, including social security, health care, education, and the provision and / or access to goods and services, including housing. In addition, the Directive requires the extension of the prohibition on discrimination in employment on the basis of religion or belief, disability, age and sexual orientation [6].

In Ukraine, this list is regulated by the Law "On Principles of Prevention and Counteraction of Discrimination in Ukraine (2014)". The following features are: race, color, political, religious or other beliefs, gender, age, disability, ethnic or social origin, citizenship, family and property status, place of residence, language or other characteristics [19].

In Greece, the following features are protected from discrimination: racial or ethnic origin, descent, color, religious or other beliefs, disability or chronic disease, age, family or social status, sexual orientation and gender identity, or any other characteristics.

In the Republic of Cyprus, the range of protected features is wider. In addition to those defined in Greece, discrimination in Cyprus is prohibited on grounds such as community, language, special needs, gender, political or other beliefs, national or social origin, birth, wealth or any other sign [6: 12].

Discrimination in the Russian Federation is prohibited by gender, race, color, nationality, language, origin, property, family, social status and position, age, place of residence, attitude to religion, belief, membership or ineligibility for public associations, which social groups [15].

Consequently, common to all four laws are protection on the basis of race and ethnic origin, color of skin, religious beliefs, gender, age, disability, social status, family, property status, language, sexual orientation. This list refers to international characteristics.

Instead, in each of the studied countries, legislative acts set forth some features that reflect national specifics. For example, the "community", "special needs" (Cyprus), "gender identity" (Greece), "political convictions" (Ukraine, Cyprus), "place of residence" (Ukraine, Russia), "citizenship" (Ukraine).

In addition, the national specificity can be extended expansion of definitions of certain terms. Thus, in Russia, in addition to "ethnic origin", "nationality" is defined, not "religious convictions", but "attitude towards religion". In Greece, not only "disability" is defined, but "disability and chronic illness". In Ukraine, not a "social status", but a "social origin".

As we see, the definition of the meaning of the term "signs of discrimination" in the analyzed languages is different in the percentage of the international and national. We associate this with the peculiarities of the national needs of each society. It influences the understanding of the essence of the concept of "anti-discrimination examination of the textbook", because if the international component of the content of the term can be interpreted as a global one (it is uniquely understood in all languages), the national component of the term adds additional definitions (specific to the languages under discussion).

### **3 The problem of expressive neutrality**

The concept of the expressiveness of the term in modern linguistics is controversial. The expressiveness of terms is currently regarded as the necessary means of influencing the recipient of information; as a complex linguistic phenomenon whose aim is to make speech more emphatic. Expressiveness is found in the terms able to convey the attitude of the speaker to his statement [14: 93-94]. Comparison of the terminological systems under study indicates that each of them to a certain extent is characterized by the expressiveness of terminology.

For example, in Ukrainian anti-discriminatory examination of educational content the following terms are used: *ворожий сексизм* (*hostile sexism*), *доброчливий сексизм* (*benevolent sexism*), *токсична маскулініть* (*toxic masculinity*), «чорний» фемінізм (*"black" feminism*) [21]. The Greek scholar Vasilis Pandazes claims that racist "racial" models are deeply rooted and transmitted from generation to generation in modern Greek through the legislative, social structure and education. Therefore, typical expressions are "μαύρο χρήμα" (black/dirty money), "μαύρη εργασία" (dirty work), "κάποιον να μαυρίσω"

(blacken someone/ throw dirt at somebody) etc. [4]. Similarly, in Russian anti-discrimination terminology the following expressions occur: *позитивная дискриминация* (*positive discrimination*), «спутниковые» *национальные счета* ("satellite" *national accounts*), *теремное затворничество* (*tower seclusion, derived from Russian (tower-)room*), *стигма «инвалидной» сексуальности* (*stigma of "invalid" sexuality*) [11].

However, despite the fact that the vast majority of terms are expressively neutral, it is more correctly to speak not about the expressiveness of a term or expression, but rather about the intensity of some semantic components. It may be caused by the attempts to emphasize the elitism of the speaker or to hide one's intentions [10: 13]. For example, in the dictionary of scientific terms in the study "Anti-racist Education" (2015), V. Pandazes gives the equivalent translation of the term *προκατάληψη* as *prejudice* (*preconceived opinion, superstition*). On the other hand, the terminological word-combination *φυλετικές προκαταλήψεις* (*racial bias*) is translated as *racial discriminations* (*racism, race discrimination*), that is, "*prejudice*" is treated as "*discrimination*" [4: 10]. Thus, in this context, the speaker's attitude towards his statement is expressed, the intensification of the term takes place, which illustrates its communicative and pragmatic functioning and indicates the expressive marking of the interpretation.

#### 4 The problem of synonymy of the term

Productive for research in the Modern Greek, Ukrainian and Russian anti-discrimination terminology systems is the phenomenon of synonymy of terms. The reason for its appearance is the fact that the language-producer for them was English, which resulted in a significant amount of terminology vocabulary to recipients of terminology systems. These words / phrases were translated into native languages, which led to the simultaneous functioning of synonymous terms of international and national origin. For example, *gender/κοινωνικό φύλο* (*gr.*), *гендер/соціальна стаття, гендер/соціальний пол* (*rus.*); *гендерний підхід/статтєво-рольовий підхід* (*ukr.*), *гендерный подход/полоролевой подход* (*rus.*). Also, the problem of synonymy of terms is closely related to the phenomenon of intramural synonymy, for example, *έμφυλη ανάλυση - ανάλυση ως προς το φύλο* (*gr.*), *ознаки дискримінації - дискримінаційні ознаки - захищені ознаки* (*ukr.*) etc.

The problem of parallel functioning of synonymous terms studied terminology systems were solved by their own methods: 1) the delineation of the fields of use, for example, *γοταρхobia/τσιγανοφοβία* (*gr.*), *реверсивний ейджизм/зворотний ейджизм, інвалід/людина з інвалідністю* (*ukr.*); 2) change of definitions of terms by expanding or narrowing the volume, redistribution, specification of lexical value: *андоцентрична*



*мова/гендерна асиметрія у мові (ukr.) (androcentric language/gender asymmetry in language), андроцентризм/гендерная асимметрия в языке (androcentrism / gender asymmetry in language (rus.).*

## 5 Conclusions

Under the term "anti-discrimination expertise of educational content" is understood the system of special terms, which has its own organization on the logical and linguistic levels and expresses a system of concepts at the junction of such sciences as jurisprudence, sociology and pedagogy. The terminology of the anti-discrimination expertise of school textbooks in Ukrainian, Russian and Modern Greek languages was formed under the influence of English as a language-producer and due to national strategies for terminating it. The main problems are as follows: onomasiological, when the meaning of the term is unevenly understood in the national languages; the problem of the expressive neutrality of the term, when its intensification and expressive marking of the interpretation takes place; synonymy of the term, which may be caused by the simultaneous operation of the terms of international and national origin or the phenomenon of inter-language synonymy, which is solved by the delineation of the fields of use and changes in the definitions of terms due to the expansion / narrowing of the volume, redistribution, the specification of the lexical value.

## References

1. Αντωνίου Λ. (2015). *Ενσωμάτωση της Διάστασης της Μη-Διάκρισης στις Διαδικασίες Σχεδιασμού, Εφαρμογής και Αναθεώρησης της Πολιτικής*. Ευρωπαϊκό Πρόγραμμα PROGRESS. Δράση Ενάντια στις Διακρίσεις: Ανάπτυξη Δεξιοτήτων και Εκστρατεία Ευαισθητοποίησης και Πληροφόρησης του Κοινού: Ινστιτούτο Εργασίας Κύπρου.
2. Κογκίδου Δ., Γκασούκα Μ. (2010). *Αξιολόγηση των προτεινόμενων Αναλυτικών Προγραμμάτων των Επιτροπών στα διάφορα γνωστικά αντικείμενα με κριτήρια το φύλο και τον πολιτισμό*. Τεύχος 1. Λευκωσία: Παιδαγωγικό Ινστιτούτο Κύπρου. Υπηρεσία Ανάπτυξης Προγραμμάτων.
3. Οδηγός εφαρμογής του Πρότυπου Συστήματος Ένταξης της Ισότητας των Φυλών στις πολιτικές των Δήμων, (2011). Υπουργείο Εσωτερικών, Γενική Γραμματεία Ισότητας των Φυλών.
4. Παναζής Β. (2015). *Αντιρατσιστική Εκπαίδευση*. Ζωγράφου: Εθνικό Μετσόβιο Πολυτεχνείο
5. A comparative analysis of non-discrimination law in Europe – 2017. Directorate-General for Justice and Consumers. Luxembourg: Publications Office of the European Union.
6. Council Directive 2000/43/EC (2000) implementing the principle of equal treatment between persons irrespective of racial or ethnic origin [πρόσβαση 12 Ιουλίου 2019]. Διαθέσιμο από: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32000L0043&from=en>

7. Voyevutko Natalya, Kuligina Elena. (2019). Formation of Criteria of the *Anti-Discrimination Analysis of School Textbooks in the Ukrainian Educational Field*. Στο: International Scientific Conference «SOCIETY. INTEGRATION. EDUCATION». Rezekne, May 24th-25th, 2019. pp.460-470
8. Воевутко Н. (2018). Антидискримінаційна експертиза підручників: досвід Республіки Кіпр. *Проблеми сучасного підручника*. Київ: Педагогічна думка. pp. 44-54.
9. Воронина О. А. (1998). Гендерная экспертиза законодательства РФ о средствах массовой информации . Москва: МЦГИ. Проект гендерная экспертиза.
10. Д'яков А.С., Кияк Т.Р., Куделько З. Б. (2000). Основи термінотворення: Семантичні та соціолінгвістичні аспекти. Київ: Видвничий дім «KM Academia».
11. Денисова А.А. Словарь гендерных терминов. *Региональная общественная организация "Восток-Запад: Женские Инновационные Проекты"*. Москва: Информация XXI век, 2002. 256 с.
12. Дрожжина, Т., Дубовик, О., Забуга, Н., Косьмій, О., Малахова, О., Марущенко, О., Михайловська, Н., Салахова, Я. & Селіваненко В. (2018). *Експертиза шкільних підручників: інструктивно-методичні матеріали для експертів щодо здійснення антидискримінаційної експертизи електронних версій проектів підручників, поданих на конкурсний відбір проектів підручників для 5 та 10 класів закладів загальної середньої освіти*. Київ: Інститут педагогіки НАПН України, ДНУ Інститут модернізації змісту освіти.
13. Інструктивно-методичні матеріали для проведення експертами експертиз електронних версій проектів підручників (2018). Наказ Міністерства освіти і науки України від 31.10.2018 № 1183. [πρόσβαση 09 Ιουλίου 2019]. Διαθέσιμο από: <https://drive.google.com/file/d/1nnblUaTMfBmiEglf8YHBOjnQiwtdDgyE/view>.
14. Кащишин Н. Е. (2014). Экспрессивность терминов англоязычного дипломатического дискурсу. *Філологічні науки*. Книга 2. [πρόσβαση 17 Ιουλίου 2019]. Διαθέσιμο από: [http://intrel.lnu.edu.ua/wp-content/uploads/2015/10/Nzfn\\_2014\\_2\\_19.pdf](http://intrel.lnu.edu.ua/wp-content/uploads/2015/10/Nzfn_2014_2_19.pdf) .
15. Кодекс Российской Федерации об административных правонарушениях от 30.12.2001 №195-ФЗ (ред. от 03.07.2019). [πρόσβαση 10 Ιουλίου 2019]. Διαθέσιμο από: <http://docs.cntd.ru/document/901807667>.
16. Липатова С.Д. (2007). Использование гендерного подхода в разработке содержания учебной литературы по педагогике. Екатеринбург: Автореферат диссертации на соискание ученой степени кандидата педагогических наук по специальности 13.00.01. – общая педагогика, история педагогики и образования.
17. Малахова, О. А., Марущенко, О. А., Дрожжина, Т. В., Салахова, Я. В. & Селіваненко, В. В. (2016). Теоретико-методологічні засади антидискримінаційної експертизи підручників. За О. М. Топузов (ред.), *Експертиза шкільних підручників: інструктивно-методичні матеріали для експертизи проектів підручників для 9 класу загальноосвітніх навчальних закладів*. Київ: Педагогічна думка. С. 29 – 41.
18. Порядок формирования федерального перечня учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования. Приказ МОН РФ от 18.07.2016 г. N 870. [πρόσβαση 13 Ιουλίου 2019]. Διαθέσιμο από: <https://base.garant.ru/71458914/53f89421bbdaf741eb2d1ecc4ddb4c33/>).

19. Про засади запобігання та протидії дискримінації в Україні (2014). Закон України № 32. [πρόσβαση 09 Ιουλίου 2019]. Διαθέσιμο από: <https://zakon.rada.gov.ua/laws/show/5207-17>
20. Смирнова А. (2005). Учимся жить в обществе. Гендерный анализ школьных учебников. Москва. 79 с.
21. Шевченко, З. В. (2016). Словник ґендерних термінів. Черкаси: видавець Чабаненко Ю.

#### **Наталья Воєвутко**

Αναπληρώτρια Καθηγήτρια στο Κρατικό Πανεπιστήμιο Μαριούπολης  
Ηλ-ταχ.: voyevutko0905@gmail.com

#### **Юлія Федорова**

Αναπληρώτρια Καθηγήτρια στο Κρατικό Πανεπιστήμιο Μαριούπολης  
Ηλ-ταχ.: julfedorova84@gmail.com

### **Αγγλοελληνικό γλωσσάριο με τους βασικούς ειδικούς όρους του κειμένου**

androcentric language – ανδροκεντρική γλώσσα  
benevolent sexism – καλοπροαίρετος σεξισμός  
discriminatory practices – πρακτικές διακρίσεων  
gender asymmetry – ασυμμετρία μεταξύ των φύλων  
hostile sexism – εχθρικός σεξισμός  
polarization – πόλωση  
quantitative disproportion of both sexes representation –  
ποσοτική δυσαναλογία της εκπροσώπησης των δύο φύλων  
segregation – διαχωρισμός  
signs of discrimination – σημεία διάκρισης  
tower seclusion – terem-απομόνωση  
(στην Αρχαία Ρωσία terem είναι μια κατοικία στην κορυφή  
του σπιτιού ή ένα σπίτι υπό μορφή πύργου)  
toxic masculinity – τοξικός ανδρισμός