

**FEMINIST PEDAGOGY AS THE DIRECTION OF CRITICAL  
PEDAGOGY**

The relevance of the article lies in the fact of the elaborate analysis of P. Freire's views and highlighting the aspects which are relevant in feminist pedagogy. One has determined the role of feminist pedagogy in modern science on the basis of the analysis of educators' views. One has presented a theoretical review of feminist pedagogy in foreign and Ukrainian scholars' works, which greatly expands the thorough study of this problem. The purpose of this paper is to review recent research into feminist pedagogy as the direction of critical pedagogy.

In light of recent events in pedagogy, it is becoming extremely difficult to ignore the existence of feminist pedagogy. To add more, it is relevant, especially due to the Brazilian teacher and philosopher P. Freire's views. One has determined the role of this pedagogy in his works which occupy a significant place in the research of the pedagogy among the cohort of prominent educators. Having studied the Brazilian educator's scientific papers, one has found out the equal relationship between a pupil and a teacher, researched in the problem-posing model of education, should be integrated into the feminist direction in the pedagogy. The importance of student-centrism and democracy should be noted in the educational process.

One has studied P. Freire's and I. Shor's views on sexism during conducting classes. However, their positions differ but they are of particular importance due to the fact of analyzing the issue. On the one hand, I. Shor helped female students in the context of their arguments with male students. On the other hand, P. Freire believed that women should obtain liberation themselves and did not do anything.

One has analyzed the works of Ukrainian authors (I. Kyzyma and N. Samoilenko) and foreign authors (P. Freire, J. Kenway, D. Macedo, L. McClure, H. Modra, and I. Shor) in the context of studying feminist pedagogy.

Besides, this paper has used the explanation of feminist pedagogy concerning gender, provided by L. McClure. Besides, this article gives a brief overview of the negative consequences of hierarchical relationships as well as cultural differences which are considered by J. Kenway and H. Modra.

The research tasks were to study feminist pedagogy thoroughly and to emphasize on the full potential of the Brazilian teacher P. Freire's views concerning this direction of critical pedagogy. One has used the following theoretical methods: content-analysis, the synthesis of the results of the researched works as well as search and bibliographic ones.

Throughout this paper, the term "feminist pedagogy" has referred to the direction of critical pedagogy, based on the relationship between the sexes in the educational process, in particular, the necessary condition for the change of the attitude to female pupils or students.

The findings of the paper contribute in several ways to our understanding of feminist pedagogy and provide a basis for its researching. This pedagogy has become popular due to a great deal of studies on this subject. The most compelling evidence is that P. Freire's ideas regarding the equal treatment of the student and the teacher are in line with feminist pedagogy. Thus, one should consider this Brazilian educator's works in case of researching feminist pedagogy.

Further research should be undertaken to investigate the studies of P. Freire's followers in the context of feminist pedagogy. More information on this pedagogy can help scholars to establish a greater degree of accuracy on this matter.