THE MAIN APPROACHES TO THE STUDY OF GENDER STEREOTYPES AT PRE-SCHOOL AGE

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ABSTRACT

Modern society is characterized by a change in value and moral orientations in the sphere of relations between the genders, there is a blurring of the boundaries between female and male social roles, the influence of a negative information background that provokes aggression in girls and increased anxiety in boys is noted. In this regard, it becomes necessary to study the gender identity of primary schoolchildren, to identify the features of its formation.

Keywords: principle, preschool education, teaching principles, personality-oriented activity.

INTRODUCTION

Inattention to the problem of gender stereotypes and socialization in general has turned into many problems for modern society. The results of "a gender" pedagogy and psychology in the 20th century were not long in coming: boys are not emotionally stable enough, decisive, strong, and girls lack tenderness, modesty, gentleness, and tolerance.

Despite the fact that the issue of gender stereotypes and the problem of gender identity is relatively new, there is a sufficient amount of experimental and theoretical research in this area (S. Berne, A. Eagle, K. Bjerkvist, K. Dukes, D. Farrington, K. West, L.V. Popova, E.A. Zdravomyslova, A.A. Temkina, U.A. Voronina, L.P. Repina, Kovalenko O.V. and others).

Currently, there are a number of theories and concepts of the formation of gender identity: the theory of gender-role socialization, using social models of assimilation of normal gender identity [6, p.126]; the theory of the dependence of the formation of a gender stereotype on the general intellectual development of a child (L. Kolberg, IS Kon); the theory of gender socialization by the encouragement of children by adults for masculine behavior in boys, feminine behavior in girls (Ya.L. Kolominskiy, M. Meltsas); the theory of the formation of the mental gender of a person (B.C. Ageev, T.A. Repina, Y. Tajfel, J. Turner, V.A. Yadov, etc.).

I. Broverman and co-authors asked young men and women to describe a

typical man and a typical woman. As a result, for those and others, a different set of qualities was revealed (table 1) [10, p.58].

Gender-role stereotypes are also inherent to professionals who are closely familiar with psychology. I. Broverman and colleagues studied the descriptions of men and women given by clinical practitioners, psychiatrists and social workers. A common attitude was found for them that competence is more inherent in men than in women. Women, on the other hand, were characterized as more obedient, less objective and susceptible to external influences, less aggressive and competitive, easily irritated on minor reasons. It is shown that in many cases psychologists ignored or downplayed the settlement of aggression by women and caring by men.

J. McKee and A. Sheriffs concluded that the typically male image is a set of traits associated with a socially non-limiting style of behavior, competence and rational abilities, activity and efficiency. In contrast, the typically feminine image includes social and communication skills, warmth and emotional support.

Most of these authors consider gender stereotypes as one of the substructures of personality identity.

Gender stereotypes can also be described in terms of the characteristics of self-perception, self-determination of a person, his or her belonging to a female or male group, formed on the basis of assimilation of social and cultural patterns, models, norms and rules of behavior, and includes not only the role aspect, but also the image of a person as a whole.

Currently, there is a need to use a gender approach in school education, which involves overcoming stereotypes that hinder the successful development of a child's personality and the formation of socially acceptable models of behavior based on the child's personal interests, needs, and values.

A child of pre-school age occupies a special (in comparison with the previous age period) position in the system of relations adopted in a given society. It is by the beginning of schooling that children become more active in the process of conscious assimilation of norms of behavior, rights and obligations, those normative knowledge and moral feelings that arise in a child under the influence of an adult's assessment. The child seeks self-affirmation in the course of the implementation of role behavior.

These circumstances determine the relevance of studying the psychological characteristics of the formation of gender identity at pre-school age.

METHODOLOGY AND LITERATURY REVIEW

1). At the pre-school age, there is a pronounced specificity of the emotional attitude to the gender pattern in boys and girls; the descriptive characteristics of

appearance, character, behavior, intelligence and social achievements of the image of a real girl and a real boy by pre pre-school children are essential characteristics of gender stereotypes;

2). Emotional attitude to the gender model in pre-school age is characterized by a negative emotional coloring of the image of a "real boy" in boys and a positive emotional coloring of the image of a "real girl" for girls, which also correlates with the peculiarities of self-perception;

3). Common in gender stereotypes of boys and girls of pre-school age is the idea of beauty, neatness of girls and strength and courage of boys; specific in the gender stereotypes of boys are perceptions of appearance, they do not consider external beauty as the main thing for a "real boy", the important thing is the absence of envy, hard work, the ability not to leave in trouble, the ability to stand up for a girl, the absence of laziness, justice, a sense of humor, betray friends, friendliness, ingenuity. He should not fight, swear, quarrel, drink or smoke, he should be able to be friends, be a gentleman, not offend children, be smart, study well, be an excellent student, an athlete; And for girls, beauty, self-care, body-care is more important, to be good, kind, honest, hardworking, not to gossip, to be cultured.

For girls, specific in gender stereotypes was the representation of boys as beautiful, able not to leave them in trouble, to be able to stand up for girls, not to be lazy, a boy should be a gentleman, not to offend children, not to fight, not to swear, not to quarrel, to be smart. For girls, it is more important to take care of themselves, follow the figure, be fashionable, slim, not envious, kind, honest, do not gossip, do not walk like a mess, be fair, do not betray friends, be friendly, modest, do not fight, be cultured, be friends with girls and boys, be able to reconcile boys and girls, study well, be an athlete.

RESULTS AND DISCUSSION

There is clearly not enough research on the formation of gender stereotypes at pre-school age. There are only a few works directly related to the study of this problem and carried out in the mainstream of a gender approach. It should be noted that the gender approach in psychological research involves the analysis of the psychological aspects of inter-gender relations and gender characteristics of a person. It makes it possible to move away from the conviction about the predetermination of male and female personality traits, social roles, statuses, rigid fixation of gender-role models of behavior, showing the ways of development and self-realization of a personality that are not limited by traditional gender stereotypes.

One of the first L.S. Vygotsky, and later D.B. Elkonin, AN Leontiev pointed

out that a child of pre-school age occupies a special (in comparison with the previous age stage) position in the system of relations adopted in a given society.

Domestic psychologist V.S. Mukhina notes in her research that children of pre-school age not only realize that they belong to one or another gender, but also strive to establish themselves as a boy or a girl. So, a boy knows that he should be brave, not cry, strong, unlike a girl who should be kind, friendly, affectionate, etc. Thus, boys tend to become like men, and girls - women. At the same time, in direct communication, children can observe the phenomenon of distancing due to the fact that they are "boys", "girls". However, there is no pronounced fixation on gender-role relationships in pre-school age.

A similar position is held by the American scientist E. Maccoby, who, while studying the problem of relationships between boys and girls at pre schoolage, points out the presence of two trends: gender segregation (communication with members of the same gender) and convergence of the genders (communication with members of the opposite gender).

Both these tendencies, according to the author, are unequal at different age periods. However, gender segregation in pre-school age is more common. According to Maccoby, this segregation results in two subcultures of children, belonging to boys and girls. The features of these subcultures are manifested in various spheres of their life (play, educational, communication) and are characterized by stable behavioral traits. According to the author, such different behavior of boys and girls in pre-school age increases segregation, which, in turn, contributes to an increase in the differences between boys and girls. The described phenomenon generates a special gender relationship: relationships within the gender are better than relationships between the genders. This, in turn, gives rise to the phenomenon of gender confrontation, leading to the unwillingness of boys and girls to communicate with each other [11, p.515].

The British scientists Gray and Feldman, who studied this problem, found in their studies that gender segregation is a rather powerful factor in organizing children's communication [9, p.80].

A number of researchers (Schofield, Domiko, L. Lockheed, Harris) note the phenomenon of the emergence of "unwritten rules" of behavior in boys and girls of pre-school age. If boys and girls need to make contact, children try to observe the following "rules of the game": pretend that contact should be forced, casual, due to an obvious need, contact is acceptable when forced by adults or when the child is accompanied by a representative of his gender [13, p.84].

The gender contrast between boys and girls of pre-school age is also manifested within the "boundaries of what is permitted." This term was introduced by

B. Sorni to designate the type of gender relationship "combining the previous confrontation and future agreement." The author points out that along with the continuing distance between the genders at pre-school age, there is another tendency - the convergence of the genders (the presence of good relationships between them) [8, p.86].

Summarizing the above, it should be noted that the formation of two children's subcultures is a kind of testing ground for testing, consolidating gender stereotypes. Gender-non-parity, unfair perceptions are formed and further reinforced. All this brings to the fore the urgent need to change the existing trends and necessitates special work aimed at the formation of gender parity (equal) relations.

Continuing the theme of the formation of gender stereotypes and attitudes, the Russian psychologist V.E. Kagan undertook a study aimed at revealing the mechanism of the formation of gender attitudes in pre schoolchildren, which revealed the presence of emotional-cognitive dissonance (mismatch between masculine cognitive orientation and positive emotional attitude towards the female gender). It was found that masculine roles remain the most attractive for girls and boys by the age of seven. At the same time, both of them have a positive assessment of the female gender. The benchmark for self-esteem in pre-school age is the assessment of teachers. Therefore, in this age period, the self-assessment of sociality and its assessment by the teacher coincide in both boys and girls. An increase in self-esteem occurs during puberty [7, p. 24].

In this regard, in-depth studies of the factors influencing the self-esteem of primary schoolchildren were carried out by E.E. Maccoby, S. N. Jacklin. The authors identified the factors influencing the self-esteem of younger students: the degree of openness in relationships, reaction to feedback, stress associated with relationships with loved ones, defense mechanisms.

Researchers (S. Rivenbach, A. Igli, V. Stefen, M. Zuckerman) adhere to a similar point of view. In their opinion, girls are more open than boys of the same age. They can more easily share their personal thoughts and feelings with their parents and friends. Social sensitivity, sensitivity, vulnerability is more characteristic of girls than boys. Deterioration or rupture of close, significant, trusting relationships, and the related experiences of girls of preschool age lead to a decrease in their self-esteem. Such situations in boys do not significantly affect their self-esteem. The authors explain this both by the earlier maturation of girls personally and by their desire to imitate adults of their own gender (mastering gender roles) [6, p.112].

In this regard, Tesser's studies, which were later widely discussed in the scientific and psychological literature, are interesting. This author deduced the theory

of “self-esteem retention”, according to which a child who achieves greater success than others experiences positive emotions and retains his high self-esteem if he compares himself with his peers in an area that is significant for his self-determination. On the contrary, if peers are doing better, then the child feels a threat to his well-being. So, boys of pre schoolage are more likely than girls to be friends with those who achieve worse results in solving important problems for them, and also tend to distance themselves from those peers who, unlike them, are more successful in studies, sports, music, etc. etc. [13, p.119].

Experimental studies of foreign authors Fair Hurst, Cross, Madison have established that boys are more aggressive than girls. The authors emphasize that boys are more likely to resort to direct forms of aggression, including actions such as tripping, pushing, kicking, and teasing. But girls demonstrate hidden (verbal and non-verbal) aggression in the form of slander, disclosure of other people's secrets, and backbiting. At the preschool age, there are few cases of fights between girls. K. Bjerkvist believes that this is due to the fact that girls at this age really assess their physical strength, and understand that they are unlikely to be able to inflict suffering on the enemy, so they choose other methods, but the goal is to harm the offender - for them so as relevant as for boys. The author comes to the conclusion that at 7-11 years old girls use aggression less often than boys, and also that their aggressive behavior is more cautious, they prefer to inflict minimal physical harm on the enemy, and more painful to “hit with a word” [5, p. 28].

However, studies by Maccoby and Jacklin (1978) did not reveal a direct relationship between aggressiveness and the characteristic dominance of boys. As a rule, boys are forced to comply with "boyish" laws (including participating in fights) due to gender segregation, which is characteristic of pre schoolage (it is not customary to play with girls). Dominant girls, on the other hand, are inferior to boys with their competitive style of direct pressure in dealing with other girls. At the same time, when communicating with boys in the presence of an adult, girls are oriented towards this adult in order to seek protection. Many researchers of children's aggressiveness (K. Bjerkvist, T. Dyachenko, E.P. Ilyin, L.A. Shatrova) believe that preschool age continues to remain (after preschool age) key in terms of the formation of aggressiveness as a character trait. The reason for this lies in the child's intensive assimilation of all examples of the behavior of the adults around him. Therefore, any aggressive manifestations of adults raising a child are inevitably perceived by him as a "guide to action", that is, he will first copy them, and then consciously apply them in various situations at his discretion.

CONCLUSION

Thus, the studies of domestic scientists (V.S.Mukhina, T.V. Bendas and others) confirm the fact that the mechanism of identification with a significant adult - imitative identification - operates in preschool age. V.S. Mukhina emphasizes that it is the adult who, with his affective attitude towards the child, at the moment sanctions a certain type of his behavior. However, by the beginning of school age, the process of conscious assimilation of norms of behavior, rights and obligations is activated in children. It is at the elementary school age that the normative knowledge and those moral feelings that arise in a child under the influence of an assessment from an adult [4, p.13] take place.

At the pre-school age, which E. Erickson called "the age of great opportunities", it is important to continue the gender-role education, begun in the preschool level. At this age, gender-role behavior stereotypes are developed [3, p.121]. If in preschool childhood, gender differences were perceived to a greater extent by the child at the external level, then in pre-school age psychological qualities undergo gender differentiation. The question of what must be done to be considered a boy or a girl is replaced by the question of what one must be for this.

Each of the stages has its own specifics, which consists in the formation of gender-evaluative judgments and ideas that create the emotional context of the child's relationship with the environment and, in turn, determine the child's acceptance or rejection of implicit behavioral models, the design of the external appearance, and ways of interacting with others. These implicit models are tested by the child in daily communication and determine the formation in the minds of junior schoolchildren of an “ideal image” of a representative of his own gender, which, in turn, is concretized in the image of a “real” friend. Younger school age is the most active in terms of the formation of gender identity, its clarification and verification in a team of peers (partners in confidential communication).

In the system of interpersonal relations of younger schoolchildren, an important role is played by the coincidence of ideas about the external and internal characteristics that they are endowed with in the consciousness of the child. The formation of his own gender identity and stereotypes occurs through the appropriation of tested and approved by the closest significant environment "experimental implicit models", which are refined, consolidated, concretized and, in the future, act as criteria for the child's assessment of other people.

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