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**North University Centre of Baia Mare
Faculty of Letters**

**ADVANCED TRENDS OF THE MODERN
DEVELOPMENT OF PSYCHOLOGY AND PEDAGOGY
IN EUROPEAN COUNTRIES**

Collective monograph

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THE PROBLEM OF PERSONAL SELF-REALIZATION OF UKRAINIAN YOUTH IN EUROPEAN INTEGRATION: GENDER ASPECT

Kikinezhdi O. M., Vasykuevych Ya. Z.

INTRODUCTION

Gender (parity) democracy is important, not only because of the international recognition, but also for the internal dynamic of our country, the implementation of basic social programs which improve the quality of life for two socio-demographic groups—men and women, the deprivation of inequality between this sexes and the development of partnership between them as an expression of social justice, the effective mechanisms of protection from the discrimination and so on.

Gender is a basic characteristic of a person that determines his or her psychological and social functioning. Gender relations characterize the degree of democracy in a society, as they determine the division of roles in the political, socio-economic and professional lives. Ukrainian youth decides on its future in the world where family and public spheres are no longer ruled by the ideals of Soviet patriarchal system, masked by the slogan of equality of men and women.

The problem of gender equality in education and educational space in European integration is one of the least developed in our domestic practice, it's caused by its relative innovation, ambiguous interpretation as well as gender terminology and its content, stereotypes in populations' awareness, psychological pressure of society which suggests sexual stereotypes, one-sidedness of gender socialization of children and youth, activation of antigender movements, spread of false information in the mass media, information and hybrid war against humanity. This indicates a demand of the problem on the way of strengthening of the egalitarian ideology of public policy, which requires the promotion of equality of opportunities and rights articles for their realization, involving all participants of socio-cultural interaction "parent-child-teacher-community" for a dialogue, find the ways of anti-discrimination practices and systemic counter of various forms of violence against minors.

However the historical experience proves that it is inefficient to solve the problems of human existence, human or national security using only power, scientific or technological methods without the changes in the social consciousness and culture. Such changes are possible only through the implementation into the consciousness of people and culture a particular system of values and value orientations such as a humanitarian component of social life security. Hence, the study of person's gender identity formation in the

ontogenesis is promoted by a social need to reveal the social and psychological factors of youths' gender culture formation, the necessity to study the inner mechanisms of person's identification with certain patterns of gender role behavior as well as social life democratization and egalitarian values formation. The cultivation of gender parity as a strategic way of socialization promotes the necessity of the gender formation study from the point of view of various psychological approaches, particularly genetic and cognitive.

1. The analysis of recent research and publications

In the context of "personality realization genesis"¹ (S. Maksymenko) contemporary psychology focuses on the development of a person in the complex of processes of self development and self fulfillment, the harmonization of their inner world with the outer one in terms of social and cultural diversity, caused by the tendencies of globalization (H. Ball, M. Boryshewskyi, T. Hovorun, V. Kravets, V. Kremen, T. Tytarenko, V. Tatenko etc.). In our opinion such phenomenon is vividly represented within the humanitarian and phenomenological approaches, and it enables to answer the question about the development of subjectivity, self-expression and acquiring of "self" in the contradictions of life. Although the practical aspect of the gender identity question is quite "open", however it has a profound inner layer, as it encompasses a lot of unrevealed psychological mechanisms of personal and spiritual development of a human. Myroslav Boryshevskyi underlines "realizing one's spirituality, a person always remains individual able to choose one's life goals the fulfillment of which gives the feeling of self-fulfillment, self-realization as the most important social and psychological needs"².

Gender identification plays an important role in the formation of gender self-consciousness of a person, in formation of her or his self-image, and acquiring the requirements for gender-role behavior. Gender identity characterized as being marked by awareness of gender-role cultural standards as well as social and psychological instructions, accepting the traditional or egalitarian modes of behavior, formation of ego-structures in the continuum of masculinity and femininity, representation of the individual experience of self-knowledge and attitudes to evaluating oneself and others, agreement and balancing between the real and ideal gender Self.

The differentiation of gender psychology demands the distinguishing of the psychological rather than sociological or other content. Obtaining scientifically

¹ Максименко С. Д. Генеза здійснення особистості. Київ : Вид-во ТОВ «КММ», 2006. 240 с.

² Боришевський М. Дорога до себе: від основ суб'єктності до вершин духовності : монографія. Київ : Академвидав, 2010. С. 6.

grounded data about the ontogenesis of gender identity will allow to attract the attention of academics to the processes and the results of individual's self identification in the sphere of traditional and egalitarian culture.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to create the possibility for maximum self-realization in mastering some sphere of life activities.

2. Methodology

Gender identification is viewed as subjective, social and psychological reality in the context of the integral process of consciousness and self consciousness (M. Boryshevskyi, V. Stolin), the formation of ego-structures in the continuum of individual development (E. Erikson, J. Marsia, E. Bern), value and sense self identification (K. Voityla, V. Frankl) of cognitive maturation of an individual (A. Bandura, J. Piaget, L. Kolbergh), cognitive schemes adoption (S. Bem, Sh. Bern, J.-Sh. Hyde, S. Moskovichi and others).

The ideological and theoretical basis of analysis of the question of identification were the conceptual approaches of genetic, age and pedagogical psychology concerning the patterns of the personality development, his/her sphere of motivations and needs, systematic approach in the investigation of the subject of activity, which are discussed in the works of H. Ball, I. Bekh, L. Bozhovych, V. Vasiutynskyi, T. Hovorun, M. Kimmel, S. Maksymenko, V. Tatenko, T. Tytarenko and other scientists. The identification such as emotional, cognitive and behavioral process of identification of oneself with meaningful others updates the mechanisms of mental reality of identity development on the level of individual and social consciousness which has both onto and sociogenetic roots.

Gender as well as social and psychological characteristics of the sex is one of the most important cultural signs which the people perceive during the first years of their lives. Being an integral part of outer and inner reality of human's life, the biological sex in the process of socialization is formed in a special substructure of a person in the general structure of the concept of Self, which can be characterized as gender identity. Trying to find out which force connects the psychics, soul and spirit into a unity, V. Tatenko underlines that "such ontogenic power exists in our "Self", which combines, synthesizes, integrates and includes body (brain), psychical (individual), connected with soul (personality), and spiritual

(subjectivity) in the individual, unique action of live implementation which brings the human being to the level of individuality”³.

In the interpretation of the process of person's gender identification the peculiarity of gender self-consciousness structure, the essence of social and psychological mechanisms of individual's socialization are important. Masculinity and femininity as gender defining personal characteristics of the representatives of masculine and feminine gender are the basic categories in the analysis of gender identity and individual's personal development. Gender orientations are considered as an important indicator of gender's personal influence, the profound direction in life of growing personality. Gender identification is the process of self-definition in gender sphere, depending on gender socialization in traditional and egalitarian family. The gender role identity in this case is a multilayer and complex structure which encompasses both main (basic) and marginal complex of characteristics.

We discovered the efficiency of applying the main principles of cultural historical conception by L. Vyhotskyi to the analysis of the problem of gender socialization and the mechanisms of gender role identification, namely: the acknowledgement of the role of subjective action in this process, the acquirement of the cultural signs by an individual, the formation if zone of the forthcoming development according to the child's age and the main type of their activity and the new formations in the psychic development⁴. The conception of the investigation is based on the understanding of gender identity as the most important personal formation, the activity of the subject in mastering the cultural signs of the gender (the knowledge and beliefs) and the process of gender formation on an individual level (as the realization of something acquired) which manifests itself in different interactions, social representations effects and self representations (actions, sayings, evaluations, behavior models etc.)

The structure of gender role self identification in the system approach is presented as a ternary structure of a dynamic whole “I as a boy /girl” “We as boys/girls”, “They as men/women” as socio cultural models of femininity – masculinity which enables to consider the gender identity as a system of views, values and believes about “the male/female and humane and accordingly distinguish, describe and use all the components of gender suitable image of essential Self, to reveal internal and intra system connections of notions and meanings (S. Bem, Sh. Bern, T. Hovorun, J.-Sh. Hyde, E. Erikson, D. Marcia).

³ Татенко В. Що знає про психіку, душу і дух людський сучасна психологія? *Світло*, 2012. № 2. С. 69.

⁴ Выготский Л.С. Собрание сочинений. В 6 т. / под ред. А.Р. Лурия, М.Г. Ярошевского. Москва : Педагогика, 1982. Т. 1. 488 с.

The identity is formed as psychological phenomenological complex, which can be described and explained within the system of complex, multiple causalities. The synergetic approach realizes the interdisciplinary direction of the scientific search, causing the elaboration of the problems of identity not only in evolutionary but in broader context: from the social and cultural principles of a person to the search of life senses. In T. Tytarenko opinion "[...] the personality becomes the socio cultural reality, when he/she reflects about him/herself and one's life in certain discourses [...] Discourse is the form of the objectivation of the content of one's consciousness, which is articulated verbally. [...] The human as a discourse bearer is immersed in discourse surrounding, which is the only world one exists in. The social semantic peculiarities of the interaction of the individual and the world leave a visible footprint on the vision of the future on every stage of setting new life objectives. The communicative reality is perceived as interactional, the language becomes the sign symbolic means to self-formation"⁵.

The mature personality regulates his/her relationships with the world, taking into account their necessity in the system of social achievements, the fulfillment of gender-roles personal senses egalitarian or traditional characters. In this perspective, it is interesting for our research the cratological theory by V. Vasiutynskyi, the power-submissive content of the socializational influences of a mother, father and other members of the family, the interactive and cratological content of masculinity-femininity. The researcher underlines that "the analysis of masculine-feminine correspondences in the personal development in cratological discourse enables to connect the formation of femininity with the unfolding of discursive characteristics of primary dependence, masculinity with the arrangement, and androgyny with the secondary dependence. Hence the androgyny as a symptom complex of gender-role characteristics marks the achievement of a certain personal maturity and fulfillment and not only in sexual gender but in the integrated interactional sphere of human existence"⁶.

While grounding the research method we used E. Erikson's conception in which the social identity develops in ontogenesis gradually integrating all the identifications. We view the identification and identity as naturally connected psychological phenomena which are on different levels of personality formation and which can be described as the "process-result", "variability-stability", "continuity-resistance". It's quite natural that such correspondences are not fixed

⁵ Титаренко Т.М., Злобіна О.Г., Лепіхова Л.А. та ін. Як будувати власне майбутнє: життєві завдання особистості : наукова монографія / за наук. ред. Т.М. Титаренко. Національна академія педагогічних наук України, Інститут соціальної та політичної психології. Кіровоград : Імекс-ЛТД. 2012. С. 46-47.

⁶ Васютинський В. Інтеракційна психологія влади : монографія. Київ : КСУ, 2005. С. 315.

dichotomies however their differentiation is important for discovery of gender identification.

3. Basic material presentation

The goal of this research is to determine gender perceptions of student youth, specifically gender ideals in the self-concept, beliefs about traditional and egalitarian gender roles, and construction of the real and ideal self.

The young age is connected with gender self-determination, establishing of the behaviour fitting the gender role, and stable image of the "I" of men/women. As Erik Erikson emphasized, "the young age is the most important period of the development, when the main crisis of the identity occurs"⁷.

Uncertainty and indecision in gender identity is dangerous because it can hamper identity development.

The task of the research:

1. To establish peculiarities of gender identification and its influence on life choices in young adulthood;

2. To illuminate the determining factors and conditions of the self-determination of young men and women.

The methods for determining gender orientations in the self-concept included the following surveys: ego-identification (D. Marcia), masculine-feminine behavior (S. Bem), goal determination and goal pursuit (M. Rokich), interpersonal attraction (T. Leary), and narratives "Me in 20 years", "Who Am I" (M. Kun, McPartland), the questionnaire based on M. Jenkins' method⁸.

Our hypothesis was that student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding on their private and public roles.

The general sample was 170 respondents – 86 young women and 84 young men aged 18-21 enrolled in a pedagogical university. Our hypothesis was that the student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding upon their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis⁹.

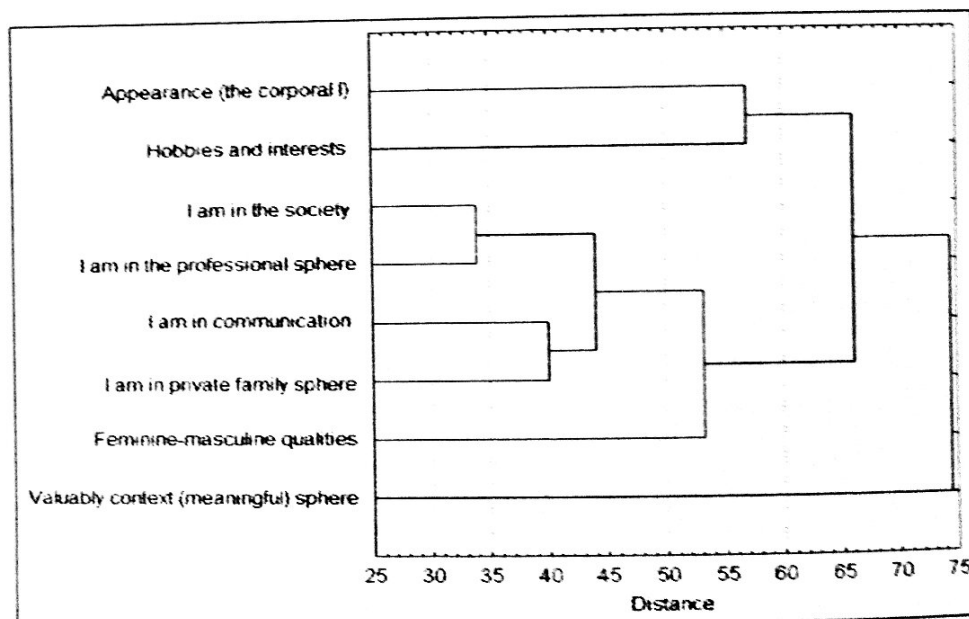
⁷ Erikson E.N. The problem of identity. *Amer. Psychoanalyst. Assn.* 1956. V. 4. P. 98.

⁸ Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology.* 1975. № 31. P. 634–643; Marcia J.E., Friedman M.L. Identity in adolescence: handbook of adolescent psychology. *Ego identity status in college women.* 1970. V. 38. № 2. P. 249–268; Rokeach M. Beliefs attitudes and values. 1968.

⁹ Кікінежді О.М. Гендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга. Богдан, 2011. 400 с.

The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than women see themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men are more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature. The results of content-analysis of the narrative “Who Am I” show the dominating gender roles in private family and public professional spheres of young men and women (picture 1).

As the cluster analysis shows, gender belonging is shown through personal qualities. We initially selected two large clusters. The first one determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.



Picture 1. Cluster analysis of the narratives “Who Am I”

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the I in the samples of both sexes. At the same time the statistically meaningful (Student's t-criterion) differences were found in such subjective descriptions as the physical I ($t=-3,74$ at $p=0,0004$), emotional sensitivity ($t=2,17$ at $p=0,03$), confidence in oneself ($t=-2,56$ at $p=0,01$) and ability for self-expression ($t=3,59$ at $p=0,00$).

The meaningfulness of the spheres of self-determination
in female and male samples

Table 1

<i>Characteristics of self-description</i>	<i>Arithm. mean I am today</i>	<i>Arithm. mean I am tomorrow</i>	<i>t-value</i>	<i>Df</i>	<i>P</i>
Appearance(physical I)	0.27	0.60	-0.84	25	0.41
I am in the society	0.64	0.80	-0.29	25	0.77
Feminine-masculine qualities	0.95	0.40	1.25	25	0.22
Interpersonal roles	0.68	0.60	0.22	25	0.83
I am in the professional sphere	0.05	0.40	-2.44	25	0.02
Hobbies and interests	1.36	0.80	0.84	25	0.41
Valuable context(meaningful) sphere	0.86	1.00	-0.24	25	0.81
Emotional characteristics "positive"	3.27	3.20	0.07	25	0.95
Emotional characteristics "negative"	0.55	0.00	1.19	25	0.25
Emotional support of others (ability for the emotional sharing)	0.55	0.80	-0.52	25	0.61
Confidence in oneself	0.23	0.20	0.11	25	0.92
Successes in realization family roles	0.64	1.20	-1.22	25	0.24
Ability for self-opening	8.05	10.40	-1.12	25	0.27
Individuality	0.82	0.70	0.28	25	0.78
Belonging to the group (identified "We")	0.50	0.75	-0.91	25	0.37

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another gender difference in the image of the I is emotional sensitivity (4,86 for young women: 3,26 for young men) that is represented in higher meaningfulness of emotional sphere for personal self-determination of young women. We explain that gender differences with different level of adaptation of young men and women to the new social roles of a student and a future professional. Young women acquire more confidence in themselves, and that, in our opinion, is influenced by a) young women's higher social activity; b) fewer gender expectations in relation to young women's social roles and considerably more expectations in relation to the realization of masculine roles by young men. In this age male students begin to feel the pressure of gender stereotypes of a bread-winner, protector etc. while having few possibilities for financial self-realization. The gender difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women.

The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women (table 2).

**The meaningfulness of the spheres of self-determination
in female and male samples**

Table 2

<i>Characteristics of self-description</i>	<i>Arithm. mean I am today</i>	<i>Arithm. mean I am tomorrow</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Appearance (physical I)	0.27	0.60	-0.84	25	0.41
I am in the society	0.64	0.80	-0.29	25	0.77
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Ability for self-opening	8.05	10.40	-1.12	25	0.27
Individuality	0.82	0.70	0.28	25	0.78
Belonging to the group (identified "We")	0.50	0.75	-0.91	25	0.37

In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image "I am today" the meaningfulness of professional sphere for young men is lower in comparison with the image "I am in future". At the same time, in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-characteristics presented by young men and women in narratives "Me in 20 years". The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, "faithful", "beautiful", "tidy", "thoughtful", "tolerant", "tactful", "complaisant". The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example,

“negative”, “fickle”, “bad hostess”, “has bad habits related to alcohol and smoking”. It is not surprising that 94 per cent of young people think that the image of an ideal woman has to have traditional nature, and 95 per cent consider that the image of a real man must be of traditional nature, too.

Table 3

The meaningfulness of the spheres of self-determination in female and male samples

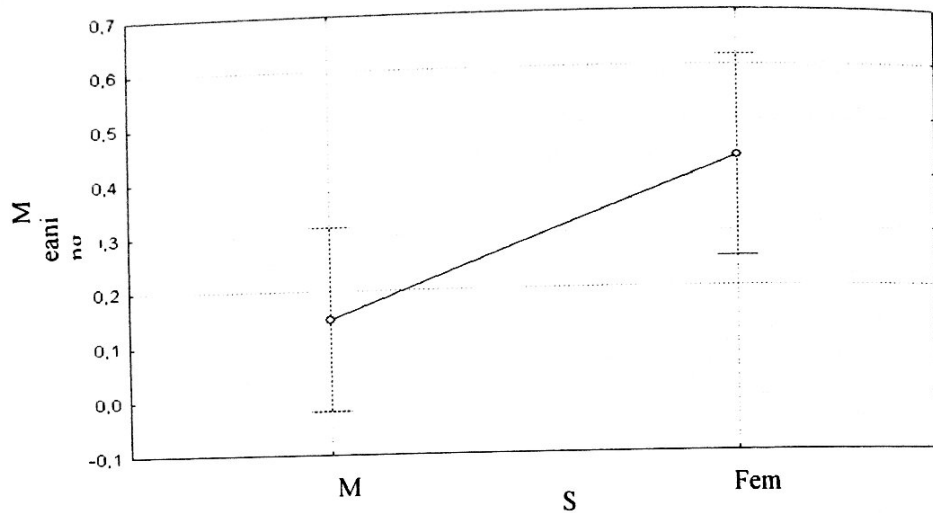
<i>Characteristics of self-description</i>	<i>Mean male</i>	<i>Mean female</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Appearance (physical I)	2.00	1.00	1.99	21	0.06
I am in the society	0.10	1.08	-1.83	21	0.08
Feminine-masculine qualities	0.80	0.69	0.25	21	0.81
Interpersonal roles	0.70	0.92	-0.56	21	0.58
I am in the professional sphere	0.30	0.23	0.30	21	0.77
Hobbies and interests	1.10	0.77	0.67	21	0.51
Valuable context (meaningful) sphere	0.70	1.31	-0.78	21	0.45
Emotional characteristics “positive”	5.20	4.54	0.51	21	0.61
Emotional characteristics “negative”	1.80	1.15	0.61	21	0.55
Emotional support of others (ability for emotional sharing)	0.60	1.15	-1.28	21	0.21
Confidence in oneself	1.10	0.54	1.36	21	0.19
Successes in realization family roles	1.20	0.85	0.44	21	0.67
Ability for self-opening	2.60	5.77	-2.23	21	0.04
Individuality	1.55	0.88	1.72	21	0.10
Belonging to the group (identified “We”)	0.58	0.77	-0.72	21	0.48

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40 percent of young men consider that professional employment of a wife is possible, but not obligatory, and only on the condition of “a good job”, “that she is able to devote more time to her family and children”.

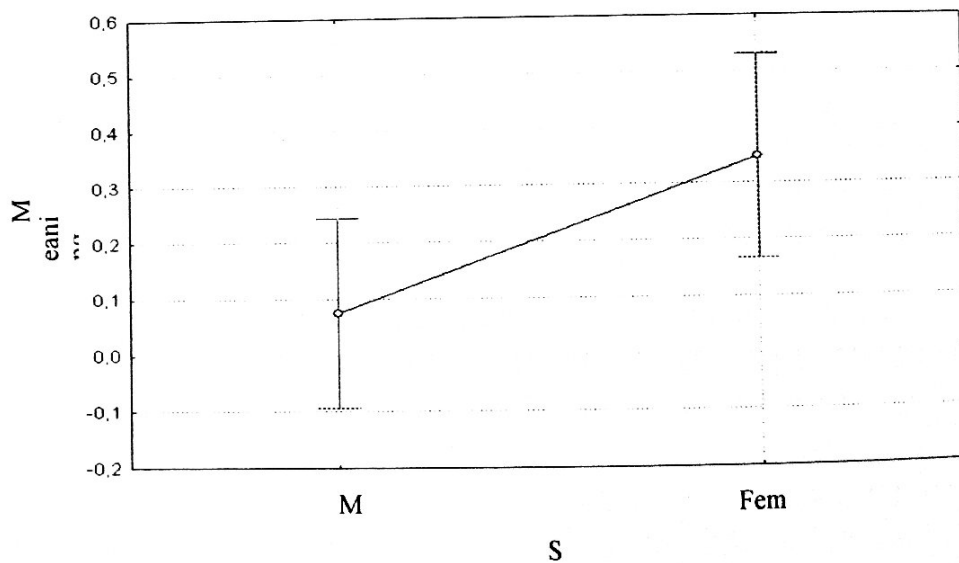
Similar options are traced in the narratives by young women when they describe their future: “I am cheerful and tidy as I meet my husband when he comes from work. I gave lessons of English to my children, took them to the pool, and while they were there, I visited the fitness center”, “I still have lender body and look young. I have time to take care of myself, visit a beauty salon”; “My wife brings me coffee in bed. She has time for sports and to take care of all family members”.

In the research we were interested in the dynamics between professional and private spheres for young men and women In the picture of future. It was

discovered that young men are oriented on building their career in identification of the future I to a greater degree (picture 2), while young women show greater dependence on the domestic sphere (picture 3).



Picture 2. Differences between the sexes in professional activity



Picture 3. Influence of gender on the professional activity

Both in the I-present and in the I-future, the dominant tendency is professional activity for young men and domestic activity for young women.

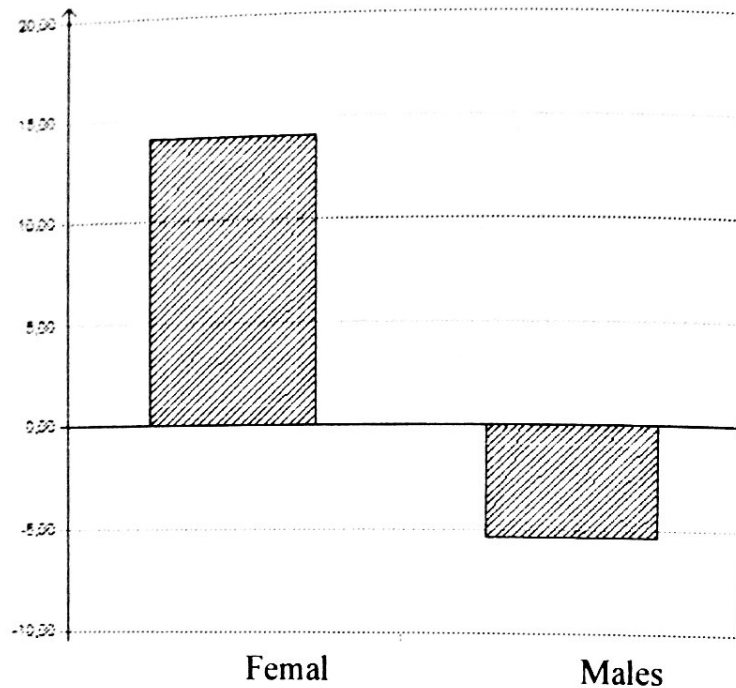
The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is foled $r=-0,95$ ($p=0,0001$).

Majority of males in the sample agreed with the following statements: "there are a lot of words and phrases that cannot be pronounced by women but they are allowed to be spoken by men" and "women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men". The students are aware of the myth of the "weaker sex" "to be a subject to psychological disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement "Women are too sensitive to become good surgeons". The apotheosis of traditional opinions of young men was their rejection of the professional suitability of women for various types of activities: "Women must recognize their intellectual narrow-mindedness in comparison to men". Young women showed more egalitarian views than men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with the following statements: "A modern woman is obliged to care about her figure no more than her husband cares about his" and "Youth and beauty of a woman are the main guaranty of her happiness".

The analysis of results of the questionnaire based on M. Jenkins' method showed that most young men and women share traditional (patriarchal) values to some degree¹⁰. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on the egalitarian relations in the domestic sphere, in sex behavior, marriage and pre-marital behavior.

Traditional views of young men refer to the social and politic legislative sphere. Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband. Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in picture 4.

¹⁰ Говорун Т.В., Кікінежді О.М. Гендерна психологія : навчальний посібник для студентів вищих навчальних закладів. Київ : Видавничий центр «Академія», 2004. 308 с.; Hyde J.-Sh. Half the Human Experience: The Psychology of Women. Lexington-Massachusetts-Toronto : D. C. Heath and Company, 1991. 475 p.



Picture 4. Bipolarity of the division of gender orientations of student youth in sex selections

Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.

The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behavior and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in j. Marcia's test and the androgenic models of gender role behavior in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most of them are males), which demonstrate the sex-determined behavior, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sexes showed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in S. Bem's questionnaires show the signs of destruction of bipolar gender orientations of student youth. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as

they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

CONCLUSIONS

The present research shows that young women are more oriented on the egalitarian relations whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

Inheriting old stereotypes and accepting new, own values, modern students remains on the cross-roads of gender self-determination. Girls are more oriented to the egalitarian relations, than boys, in whom traditional gender orientations prevail. Reference gender identity in both selections has perceptibly stereotyped nature. Thus, life self-determination of youths is more conservative, stereotyping: "masculine" one is the activity in social, politic economic spheres, and everything "feminine" continues to be associated with a family, home duties, education of children. Girl-students show liberal options more often, they support the equal division of roles in a family; they want equal rights and possibilities for personal self-realization. These tendencies allow to state the growth of subject feminine potential, outline the psychological prospects of future life creativity of girls-students as the challenge for the traditional stereotypes.

Exactly through them an individual equates himself with proper psychological sex, creating his own personal life strategy under the influence of socio-cultural surroundings (including meaningful others, mass media, youth subculture, educational professional establishments). Differences in the structure of gender identification in the context of the subject development are predefined by the influencing of socially psychological factors at the micro-, mezzo-, macro- and exo-levels of the socialization.

The traditional gender identification of young women is displayed mostly in the spheres of their life activities connected with reproductive and educational functions, and as for young men, it is displayed in the execution the functions of a bread-winner, defender. Both sexes come under the influence of sexual stereotypes in the field of the development of individual contacts.

Psychological mechanism of gender self-determination of youth in traditional/patriarchal or egalitarian/democratic reference system has been revealed from the standpoint of gender methodology. This research investigates psychological effects of the gender stereotypes on the identity of young men and women in the Ukrainian society. We sought to find evidence for the hypothesis that the transitional economy with its emphasis on power and discrimination

would produce ambivalence and conflict in gender identification of the student youth. To explore this hypothesis, we employed content analysis of student narratives, standardized interviews, and focus groups. The data showed that both men and women had assimilated the sexist notions and expectations into their self-concepts, which speaks to the existence of gender-less sexism. The youth expressed a lot of anxiety about their future and the ability to fit in within the proscribed gender roles. Discussion of the findings focuses on the importance of setting democratic societal foundations for promoting gender egalitarianism.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities.

Gender as a system forming sign of personal acquiring of identity is an important factor of boys' and girls' national understanding of life, their egalitarian realization.

Call of time requires the development and implementation of gender-education technologies as psychological and pedagogical support of gender socialization of children and youth, aimed at personal development and gender equality.

The egalitarian socialization is congruent with personal-centred (non-violent) approach in education, as the most progressive and productive community of equal individuals of different sexes. In this sense the initial assumptions of personal egalitarian approach as a basic strategy of socialization and education cover the implementation of the idea of equality of sexes and their interchangeability; indetermination of biological belonging of gender roles; approval of egalitarian ideology: gender competence as awareness of sex-role norms of conduct, gender sensitivity as means of creation conditions for the general development of the representatives of different sexes despite of gender stereotypes and prejudices, the ability to solve educational problems from the point of egalitarian gender ideology and gender tolerance as respect of fundamental rights and freedoms.

SUMMARY

The article deals with the psychological mechanisms of personal self-determination of the Ukrainian youth in modern controversial system of traditional / patriarchal and egalitarian / democratic coordinates from the position of gender methodology. This research investigates psychological effects of the gender stereotypes on the identity of young men and women in the Ukrainian

society. The suggested psychological model of sex-role identification helps to generalize external (social-educational) factors and personal determinants of personalization of gender "I".

The social construction of gender in youth environment is determined by gender space of contemporary society, it is characterized by double contradiction: on the one hand, a partial solution of the ways of establishment of formal equality and appellation to the natural function of women, on the other hand – new, alternative system of gender relations based on the principle "equality in difference", tendency of equal rights and opportunities for self-realization of young men and women as unique subjects of socio-historical event. On the background of "total social transformation" girl-students often express liberal installations, support more equitable division of family roles, look for equal opportunities for self-realization. These tendencies allow to increase subjective potential, identify psychological prospects for future life creativity of young women as a way to overcome usual stereotypes, that demonstrates the need of the development and implementation of gender specific ideological system of knowledge and practices, relevant to psychological principles of parity and self-realization of sexes.

The model of gender-educative technologies as educational accompaniment of personal sex socialization in the period of a person's growing up has been developed and tested. Prospects of further study on gender social construction among students, ways of egalitarian formation of personality are outlined.

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