



ИННОВАЦИИ В НАУКЕ И ОБРАЗОВАНИИ

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Y. A. Shevtsova, V. N. Pustovoitov

**PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT
OF THE PROCESS OF FORMATION OF GENDER IDENTITY
OF ADOLESCENTS IN THE SYSTEM OF WORK
OF THE SCHOOL PSYCHOLOGICAL SERVICE**

The article examines the possibilities of school psychological service as a factor determining the process of formation of gender identity in adolescence. One of the directions of this work is the development and implementation of a program of psychological and pedagogical support for the process of gender identity formation. The article analyzes the results of an experimental study of gender attitudes of adolescents, the purpose of which was to determine the effectiveness of the program to support the process of formation of gender identity in adolescents, implemented in the conditions of the school psychological service.

The process of supervision is the basis of the professional activity of school teachers and psychologists, focused on creating conditions (pedagogical, psychological, social) for successful learning and development of each child in situations of school interaction [1]. Thus, psychological and pedagogical support can be characterized as a multi-level interaction of subjects of the educational process aimed at solving urgent problems of a specific educational environment and the personality of students in accordance with age and individual characteristics.

Considering the fact that the school is one of the most important institutions of socialization, under the influence of which the child learns the elements of culture, social norms and values, that are accepted in society, the current direction in the pedagogical process in general and in the work of the school psychological service in particular becomes the support of the process of developing the gender identity of students, creating conditions, contributing to the formation of flexible life strategies, the realization of personal potential, to reveal the individuality and self-actualization of the

younger generation. The formation of egalitarian consciousness will allow modern teenagers to rethink their role in modern society, build harmonious relationships with people around them, including the representatives of other sex, which in return, leads to serious changes in their worldview, allowing them to form an active civic position. The school should give students the opportunity to develop individual abilities and interests, regardless of belonging to one or another gender, to resist traditional standards regarding the intersexual relationships.

The idea of ensuring individual development of students can have its practical implementation in programs of psychological and pedagogical support of the process of gender identity formation in adolescence.

Literature review on the topic.

The issues of gender identity in our country were dealt with by such prominent researchers as I. S. Kon, V. A. Geodakyan, T. V. Bendas, I. S. Kletsina, E. P. Ilyin, V. E. Kagan, D. E. Isaev, A. A. Chekalina, E. V. Zdravomyslova, M. Y. Harutyunyan, L. V. Popova and others. However, insufficient attention has been paid to the problem of psychological and pedagogical determination of the development of gender identity, mainly focused on solving theoretical issues of this problem, and the practical basis for supporting the process of gender identity development is in the process of formation.

Purpose and objectives of the study.

The aim of the experimental study was to determine the effectiveness of the program to support the process of formation of gender identity in adolescents, implemented in the conditions of the school psychological service.

To achieve the set goal of the study, the following tasks were outlined:

1) to identify and substantiate the possibilities of psychological and pedagogical support of the process of forming the gender identity of adolescents in the conditions of the school psychological service;

2) to develop a program of psychological and pedagogical support of the process of formation of gender identity of adolescents.

Methods and stages of research.

Based on the analysis of scientific and theoretical material on the problem of gender identity formation in adolescence, we have identified the main stages of experimental work: ascertaining, forming and control.

To solve the tasks set out in the study, a system of methods and techniques was used to cover various aspects of the formation of gender identity in adolescence. For the quantitative analysis of the results, we used standard statistical indicators and processing techniques: the statistical criterion χ^2 and the ϕ – Fisher criterion.

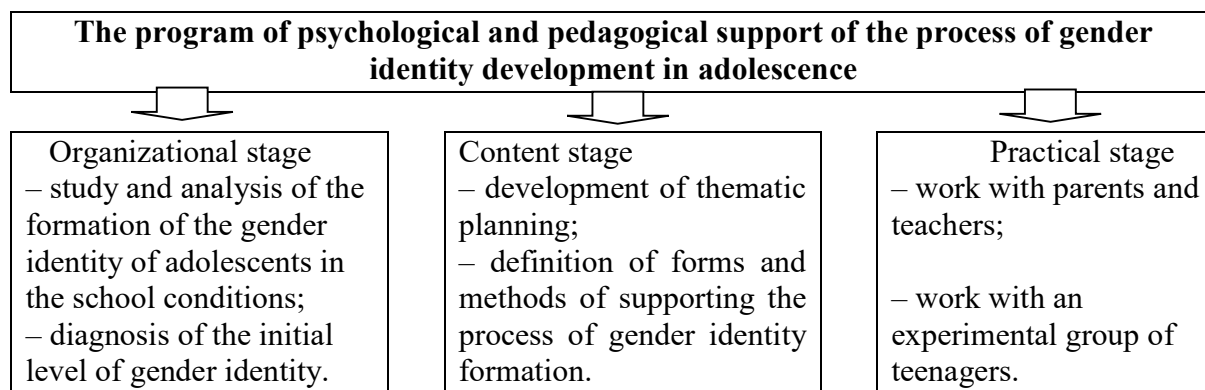


Figure. 1. Diagram of the stages of the program of psychological and pedagogical support of the process of gender identity formation in adolescence

The key direction of the experimental work was the creation and justification of a program of psychological and pedagogical support for the process of gender identity formation using methods of

active socio-psychological training, which was introduced into the educational process of the school, as one of the areas of work of the school psychological service. The program consisted of three stages: organizational, substantive and practical.

The experiment involved 246 students of grades 8–9 (127 girls and 119 boys) living in the city of Gomel. The participants of the experiment were divided into experimental (82 adolescents) and control (164 adolescents) groups.

During the justification of the support program, preliminary diagnostics of the initial level of gender identity of adolescents was carried out. The program involves the participation of teachers, parents and adolescents of the experimental group in lectures, group discussions, various types of consultations and individual conversations. The main part of the support program is aimed at working with teenagers and is presented in twenty classes using methods of active socio-psychological training.

Research results

Gender attitudes were considered as an indicator of one of the criteria for the formation of gender identity. In a broad sense, gender attitudes mean a stable system of relations to one's own and the opposite sex that has developed in the process of gender socialization. Note that these attitudes are activated not only on the conscious, but also on the unconscious levels. Therefore, we used the method of studying personality with the help of graphic presentations – "Drawing of a man and a woman" by N.M. Romanova [4].

Next, we will proceed to the consideration of the results of a psychodiagnostic study reflecting some features of the gender attitudes of the group of adolescents in question.

Table 1. Results of the study of the types of gender attitudes of adolescents of experimental and control groups at the stage of the ascertaining experiment

| Type of gender installation | Experimental group | | Control group | |
|-----------------------------|--------------------|--------|---------------|--------|
| | Girls % | Boys % | Girls % | Boys % |
| Cooperation | 6,9 | 5,1 | 8,3 | 11,2 |
| Support | 6,9 | 7,9 | 9,5 | 12,5 |
| Isolation | 18,5 | 15,3 | 13 | 6,2 |
| Independence | 18,8 | 23 | 21,4 | 22,5 |
| Indifference | 20,9 | 23 | 22,6 | 28,7 |
| Attraction | 13,9 | 15,3 | 19 | 12,5 |
| Aggression | 13,9 | 10,2 | 5,9 | 6,2 |

The data in Table 1 indicate that there are no significant differences between the gender attitudes of adolescents in the experimental and control groups. To confirm this conclusion, we used the Fisher– ϕ statistical criterion.

The obtained values of the Fisher coefficients for the types of gender attitudes indicate that they fell into the zone of insignificance ($f_{crit} > f_{empir}$), which is an indicator that at the 5% level of significance it can be argued that in the experimental and control groups the probability of similarity in these factors is high.

The participation of adolescents in classes included in the program of psychological and pedagogical support of the process of gender identity formation could not but affect the formation of dominant types of their gender attitudes, therefore, after the formative stage of the experiment, we conducted a repeated study using the projective technique "Drawing men and women" by N.M. Romanova. The results of this study are presented in Table 2.

Table 2. The results of the study of the types of gender attitudes of adolescents of the experimental and control groups at the stage of the control experiment

| Type of gender installation | Experimental group | | Control group | |
|-----------------------------|--------------------|-------|---------------|--------|
| | Girls % | Boys% | Girls % | Boys % |
| Cooperation | 23,2 | 17,9 | 10,7 | 12,5 |
| Support | 18,6 | 25,6 | 9,5 | 13,7 |
| Isolation | 4,6 | 2,5 | 10,7 | 6,2 |
| Independence | 11,6 | 15,3 | 25 | 20 |
| Indifference | 13,9 | 5,1 | 23,8 | 27,5 |
| Attraction | 25,5 | 30,7 | 15,4 | 13,7 |
| Aggression | 2,3 | 2,5 | 4,7 | 6,2 |

It should be noted that the results in the experimental and control groups have some differences. Girls and boys of the experimental group are more likely to build relationships based on the types of gender attitudes "cooperation" (23.2% and 17.9%), "support" (18.6% and 25.6%) and "attraction" (25.5% and 30.7%). In the control group, the settings of "isolation" (10.7% and 6.2%), "independence" (25% and 20%) and "indifference" (23.8% and 27.5%) are more common. The presence of a sufficiently large percentage of girls and boys of the control group who demonstrated the attitude of "indifference" may reflect the presence of weak gender-role differentiation in the subjects, a low level of comprehension of typical female and male traits. Attention is drawn to the fact that in the control group, a negative attitude of "aggression" is diagnosed several times more often.

Thus, there are significant differences between the gender attitudes of adolescents included in the experimental and control groups. To confirm this, we used Fischer's statistical criterion – ϕ .

The obtained values of the Fisher coefficient - ϕ for the types of "Independence" and "Indifference" in girls and "Independence" and "Aggression" in boys show that they fell into the zone of insignificance ($\phi_{critic.} > \phi_{fampir.}$), this indicates that there is no difference between girls and boys in the experimental and control groups according to these types of installations. It should be noted that in girls, according to the type of gender attitude "Aggression", the $\phi_{fampir.} = 1.58$ approaches $\phi_{0.05} = 1.64$. The obtained values for the types of gender attitudes are "Cooperation" ($\phi_{fampir.} = 1.76$), "Support" ($\phi_{fampir.} = 1.68$), "Isolation" ($\phi_{fampir.} = 1, 72$), "Attraction" ($\phi_{fampir.} = 1.68$) in girls of the experimental and control groups exceed the $\phi_{critic.}$ at the level of 5% ($\phi_{0.05} = 1.64$). Based on the data obtained, it can be concluded that the girls of the experimental and control groups have differences in gender attitudes.

The boys of the experimental and control groups also have differences in some gender attitudes, which is confirmed by the data obtained: "Cooperation" ($\phi_{fampir.} = 1.68$), "Support" ($\phi_{fampir.} = 1.76$), "Isolation" ($\phi_{fampir.} = 1.64$), "Indifference" ($\phi_{fampir.} = 1.76$) and "Attraction" ($\phi_{fampir.} = 2.32$).

The results obtained give a basis to assert that adolescents of the experimental group have more favorable and positive gender attitudes than adolescents of the control group.

The above results of the study of the gender attitudes of adolescents of the experimental and control groups at the control stage of the study show that during the formative experiment there were some positive changes in the gender attitudes of girls and boys of the experimental group. In order to confirm the reliability of the success of the formative stage of the experiment, we used the multifunctional χ^2 – criterion.

The obtained values of χ^2 when comparing the results of the experimental and control group girls exceed the critical value of χ^2 , which is 3.84 for 5% significance, which indicates significant differences in the following types of gender attitudes "Cooperation", "Support", "Isolation" and "Aggression".

According to the results of the χ^2 – criterion, we can say that the girls of the experimental and control groups did not show significant differences in such types of gender attitudes as "Independence", "Indifference", "Attraction"; the boys of the experimental and control groups did not show significant differences in such types of attitudes as "Cooperation", "Isolation", "Independence", "Aggression", since the values of the χ^2 – criterion are less than the critical value (3.84) for 5% of the significance level. When comparing the results of the boys of the experimental and control groups, values of χ^2 exceeding the critical value of χ^2 , which is 3.84 for 5% significance, were obtained for the following types of gender attitudes: "Support", "Indifference" and "Attraction".

The data obtained during the statistical analysis confirm the presence of significant differences in the attitudes of adolescents of the experimental and control groups at the control stage of the experiment.

The scientific novelty consists in the following: a comprehensive program of psychological and pedagogical support of the process of gender identity formation in adolescence has been developed.

The practical significance of the study lies in the fact that the technology of supporting the process of forming gender identity in adolescence, implemented in the system of work of the school psychological service, has been developed and tested.

Conclusions and prospects

Based on the analysis of scientific and theoretical material, it can be argued that the development of gender approaches in education is a new step in the development of Russian pedagogical science. The main idea of psychological and pedagogical support is a comprehensive approach to the problem of gender identity formation in adolescence. The most expedient is the creation and implementation of programs to support the process of gender identity formation using school psychological services implemented in the working conditions.

The conducted research creates a basis for further work to support the process of gender identity formation and the realization of the potential of the school psychological service within this area of work with adolescents.

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Y. A. Shevtsova, S. S. Shchekudova

A STUDY OF GENDER IDENTITY AND GENDER ATTITUDES IN ADOLESCENCE

In the article, the results of the diagnostic research of gender identity and formation of gender guidelines, including distribution the roles in a family, in the preadult are considered and analysed. The analysis of the survey results is presented, which indicates the presence of several potential role positions in the structure of family relations according to the ideas of modern boys and girls.

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