

GENDER SOCIALIZATION OF PRESCHOOL CHILDREN

SVIATLANA PUHACH, SVIATLANA ASTAPCHUK
Polotsk State University, Belarus

Gender-oriented pattern of the parent-child relations appears as a psychological condition, ensuring the functioning of the mechanisms of gender socialization in the family, ensuring the formation of gender orientation of a person especially in the early stages of development. Child's position as a representative of his/her gender determines the specificity of development of child's consciousness. In the context of the transformation of the society there is need for scientific understanding and consideration of the theory and practice of gender socialization process of preschool children in the conditions of contemporary family.

In the context of changes in the social and cultural life of society there is a trend of transformation of the stereotypes of femininity and masculinity, where the individuality of the person, the freedom of choice opportunities of self-realization, regardless of sex becomes the center of values. Numerous empirical studies (by O.A. Voronina, D.V. Kolesov, I.S. Kon, L.V. Popova, T.A. Repin, L.L. Rybtsova) show that the presence of a high level of femininity in women and masculinity in men in today's society are not guarantees of their social and mental well-being.

Neuropsychologists, physiologists, psychologists and educators believe that the formation of gender stability is due to socio-cultural norms and it depends primarily on the parents' relationship with the child, the nature of the parental attitude and affection in the system "mother – child", and "child-mother". It also depends on education in preschool institution. However, the content of preschool education of children with regard to their gender is not sufficiently formulated. Some researchers (S.A. Marutyan, P.V. Plisenko, Repina, L.G. Tarannikovoy, S.V. Shapovalova et al) believe that it can lead to deficiency of specific gender features in children: boys often lack emotional stability, endurance, determination, girls - tenderness, humility, tolerance, commitment to peaceful conflict resolution [7].

Currently, one of the educational goals is to create conditions for the development of the child's personality, taking into account the future gender identity. Formation of gender identity requires knowledge of the characteristics of gender identity of children at a certain stage of ontogeny. Age and gender identification is identification with the appropriate age and gender group, which manifests itself in the assimilation of values and behaviors taken by the group [3].

2-3 year old children begin to understand that they are either a girl or a boy, and represent themselves accordingly [9]. At the age of 3 to 7 years, children's gender stability is developed. They become to understand that gender does not change: boys become men, and girls become women and their sex belonging does not change depending on the situation or the personal desires of the child.

Gender socialization means the process of assimilation according to the sex the social role of men and women, the formation of needs, interests, values and certain modes of behavior, characteristic of one or the other gender [3]. Formation of gender continues throughout the period of ontogenesis. But one of the sensitive and, therefore, the most favorable periods for the formation of gender structure of the person is the preschool period. When children are 5-6 years old and more educational influence on certain aspects of gender socialization is much less effective.

Awareness of one's gender is essential for the development of personality: sense of gender identity, determination to support the "prestige" of one's gender within social expectations determine the underlying positive achievements in personality development [2].

In the analysis of the main factors of gender and role socialization of children it is necessary, first of all, to take into account the influence of parents, as the family is the first child's social world. A number of experimental studies state that since the child's birth parents behave differently with children of different sexes, and that they impose on their different responsibilities [5].

Gender socialization starts literally from birth, and the expectation of the birth of a child of a particular sex also anticipates a certain attitude of parents. The family as an institution underwent gender socialization and is undergoing changes [4].

As shown in I.V. Telnyuk's work, the majority of parents (83%) consider that it is necessary to raise the child, taking into account gender differences, however, 46% of respondents find it difficult to say how to do it correctly. [2]

And yet, gender and role upbringing does occur, although it is not carried out by most of parents intentionally. According to A. Bandura, parents start to train the child in this direction before he or she would be able to observe and distinguish the models of both sexes [1].

The factors of family influence on the gender socialization of the person can be represented as follows:

- 1) Socio-economic situation,
- 2) The structure of the family as a unity of the functioning of its members,
- 3) The child's position in the family (his or her roles in the family).
- 4) the main (real) adults who socialize the child or those family members who have had the greatest impact on the development of the child through primary care for him or her, and those who were the most authoritative for the child, that is, those close people who are models of identification for the child.
- 5) Style of upbringing in the family. It can be regarded as the predominant style of the main adult who socializes (eg, mother) and auxiliary adults (eg, grandmother, father, grandfather, siblings);
- 6) The actual personal, moral and creative potential of the family. The presence of positive human qualities of adults family members - moral, volitional (presence-absence of leadership qualities, courage, ability to stand up for themselves and for their children), emotional (warmth, coldness in the relations between people), intelligent (level of intelligence of older members of the family) cultural (education, culture characteristics, including ethnic features), cognitive and creative features [6].

Studies have revealed that father and mother have different functions in the gender socialization of children [8]. Those expectations that adults have towards their children, as a rule, lead them to the fact that they have different perceptions of girls and boys. Each of the parents in their relationship with their children is more inclined to consider the personality of the child of the same sex than with the position of the child of the other sex. While communicating with her daughter mother is focused on her psychological properties. But father tries to regulate the behavior of his daughter, referring to the positional aspects. Therefore, the development of the child sex-role stereotyping has more to do with the socializing influence of the opposite sex parent, rather than the influence of the parent of the same sex as the child, that is the parent of the opposite sex is increasingly reinforces caused to the culture reinforces the stereotyped behavior of the child.

Thus, adherence to gender stereotypes evident in the fact that parents orient boys rather than girls in the style of life and activity in the socialization process, contributing to greater personal fulfillment.

We carried out a study to identify differences in gender socialization of preschool children. 40 preschool children of senior group (20 boys and 20 girls) between the ages of 5-6 years took part in our study.

A projective technique "I, a girl, a boy" was used as an empirical method. For quantitative data we used chi-square Pearson in «Statistica 8.0» program.

Projective technique "I, a girl, a boy," is intended to study the children relationship to their own gender, the same gender representatives and the opposite gender representatives.

The technique is carried out in two stages:

1. The child is asked to paint the proposed six emotions-emoticons (happiness, anger, calmness, resentment, envy and kindness) with any colors. Every child is given a special sheet of paper with illustrated emoticons, accompanied by additional verbal description of emotions.

2. Then the child is given a standard sheet of paper A4 for painting himself/herself, a boy and a girl.

After the drawing, we compared the two works of children, namely painted emotions-emoticons and also the drawings of themselves, girls and boys. Thus, depending on what color was attributed to emotions by the child, we could determine a positive or negative attitude of the child to his/her gender, to the representative of their gender and the representative of the opposite gender. Accordingly, if the pictures were in the colors which the child outlined emotions such as happiness, calmness and kindness, it was regarded as a positive attitude of the child. If the pictures were in the colors that, according to the child's opinion, signified anger, resentment and envy, it was regarded as a negative attitude of the child.

The survey among parents was conducted to determine the presence of stereotyped thinking in gender socialization and consisted of eight statements.

The results of the projective technique "I, a girl, a boy," reflecting the relation of boys and girls to their gender, has shown that the largest number of preschool children having a positive attitude towards their gender, are girls (14 children out of 40), while the number of boys who have a positive attitude is 7 out of 40. As for relationship to the same gender representatives there are also more girls (11 children out of 40), who have the positive attitude, than the boys (8 out of 40). And finally, the results of projective techniques "I, a girl, a boy," reflecting the relation of boys and girls to the representative of the opposite gender have shown that the largest number of preschool children that have positive attitude are boys (11 children out of 40), while the number of girls is only 7.

We compared the results of projective techniques, "I, a girl, a boy" between boys and girls, using Chi-square Pearson "Statistica 8.0" program, and found the significant differences in relations of preschool children to their gender ($p = 0,026$). It means that the presence of a positive attitude to their gender is more typical for girls.

In our opinion, one of the reasons for this may be due to the difference in boys and girls parents' evaluation, their behavior and the expectations that apply to them. Parents are more inclined to praise girls, to encourage them. They do not make them such excessive requirements than to boys. The presence of

gender stereotypes in society, which many girls will face, makes parents, especially mothers; pamper girls more in childhood, because "only difficulties are waiting for them in the future."

In addition to the excessive demands that parents have in relation to the boys, the causes of the negative attitude of boys towards their gender may be the expectations that mothers and fathers feel about them. They are waiting for them to have "victories" and "achievements of success". Looking at the little boy, parents often see him as a future head of the family, who should be strong, unemotional and successful.

We compared the results of the projective technique "I, a girl, a boy" between boys and girls, using Pearson's chi-square test in "Statistica 8.0" program, and we didn't find significant differences in relation to the same gender and the opposite gender representatives.

Thus, it is important to note that absorption of the gender in accordance with the content of women's and men's model of personality, the formation needs system, interests, values and certain modes of behavior, characteristic of a particular sex, that is the process of gender socialization is an integral part of the overall process of socialization that takes place under the influence of the surrounding adults and peers.

We believe that it is necessary to pay special attention and make some efforts to ensure that in preschool educational institutions effective conditions for the development of the child's personality have to be created, taking into account the future of gender identity.

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