

culture and social space as a unique individual. In this connection, it is noteworthy that in this sample of subjects approximately equal numbers of girls and boys belong to the masculine type, therefore possessing traditionally masculine characteristics. In general, for teenagers the predominant (to a large extent) type is androgynous, i.e. characterized by a balance between masculine and feminine traits. According to S. Bam, this type has the greatest adaptability and flexibility of behavior.

Analyzing the results of the study of gender attitudes, it should be noted that the most frequent attitude in both samples was "independence". Such an attitude cannot be assessed as positive or negative, but it can indicate some insecurity and inability to harmoniously build relationships with the opposite sex. Quite a large percentage of girls and boys showed the "indifferent" attitude, 18% and 22%, respectively. Such a situation may reflect the presence of weak gender differentiation, a low level of comprehension of typical female and male traits. Of particular concern is the presence, albeit small, of a number of girls and boys with aggressive attitudes toward the opposite sex. Only a small percentage of young people have pronounced egalitarian attitudes concerning the distribution of roles in the family, and almost half of the respondents have ambiguous gender attitudes.

Thus, as a result of the analysis of the data obtained in the course of the survey, we identified several potential role positions in the structure of family relationships. However, in our opinion, the most important data are those concerning the problem of incomplete family, especially the fact that in this sample a large part of girls allow themselves the option of incomplete family in the future. The problem of ideas about gender roles and their realization, in our opinion, is directly connected with the crisis of family in the modern society that manifests itself in the low level of sex education of the younger generation, which, in turn, leads to difficulties of young people in forming the foundations of their own family and their unpreparedness for family life.

As boys and girls socialize, they absorb various environmental influences that are not always favorable. Therefore, the question of how to help them use the information they receive in a situation that concerns them personally becomes paramount. This approach should be reflected in all programs for supporting the formation of a mature gender identity and sex education. Such programs should correct young people's motives and attitudes rather than teach them, allowing them to make informed decisions and learn communication skills that allow them to develop more responsible behavior and attitudes. Realization of this approach provides formation of a healthy motivational and semantic sphere in relation to biological and psychological sex. This process must be systematic, consciously planned and carried out, assuming a certain final result of directed influence on the mental and physical development of a boy (man) and girl (woman) in order to optimize their personal development and activities in all spheres of life related to gender relations.

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Y. A. Shevtsova, S. S. Shchekudova

THE RESEARCH OF THE PECULIARITIES OF GENDER GUIDELINES OF MODERN TEENAGERS

In the article the results of the diagnostic research of the peculiarities of gender guidelines of modern teenagers are considered and analysed. The data obtained in the study are considered, which

indicate the relevance of the problem of gender identity formation within the framework of modern education and upbringing, contributing to the successful socialization and adaptation of adolescents in the socio-cultural space.

The current state of society is very unstable, which in turn leads to changes in value and moral orientations, including in the sphere of relations between the sexes, there is a change of boundaries between traditionally male and traditionally female roles, natural institutions of socialization (family and children's community) are being destroyed, an aggressive information environment has a negative impact. All this affects the formation of adolescents as of full-fledged representatives of their sex.

Adolescents still lack information about the problems of the biological and social sexes. They receive most of the information on these issues from their peers or through the media. Many moral and ethical values are losing their relevance for the younger generation, the authority of the family is falling, the number of divorces, children living in single-parent families and social orphans is increasing. Studying all these features of the current situation makes it possible to find solutions to specific problems, in particular, understanding how to build a system of modern education and upbringing.

The most important factors in the creation of gender identity are social attitudes, roles and conventional requirements of sexual adequacy of behavior, which in turn are predetermined by the social situation at each stage of the development of society. There is a need to study gender identity and identify the features of the formation of gender attitudes.

Results of experimental psychological research.

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. One of the most important factors influencing the formation of gender attitudes is the personal experience of relationships with people of the opposite sex, especially those that belong to the category of significant. Gender attitudes determine interpersonal relationships between men and women. 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, which assumes the image of male and female figures to be examined. The study, which was conducted from April to October 2022, involved 494 respondents. Of these, 298 girls and 196 boys enrolled in grades 9-11 of secondary schools in Gomel. Our choice of this technique was due to the high level of projectivity in the study of gender aspects of personality actualization, which reduces the influence of the factor of social desirability and increases the level of reliability in the diagnosis of gender socialization features. The interpretation of the images allows us to identify the following gender attitudes concerning the system of relations to both sexes: cooperation, support, isolation, independence, indifference, attraction and aggression.

Table 1 – The results of the study for each type of gender attitudes

| Type of gender installation | Girls | | Young men | |
|-----------------------------|------------------|----------|------------------|----------|
| | Number of people | Number % | Number of people | Number % |
| Cooperation | 24 | 8 | 8 | 4 |
| Support | 21 | 7 | 16 | 8 |
| Isolation | 29 | 10 | 14 | 7 |
| Independence | 95 | 32 | 72 | 37 |
| Indifference | 53 | 18 | 43 | 22 |
| Attraction | 65 | 22 | 37 | 19 |
| Aggression | 9 | 3 | 6 | 3 |

It should be noted that the results in the samples of girls and boys have some differences. Girls are more likely to build relationships based on the type of gender attitude "cooperation" than boys

(Student correlation coefficient $t = 2.34$). A positive attitude of "support" was detected in a small number of representatives of both samples ($t = 1.02$). The presence of results corresponding to the type of gender installation "isolation" may indicate the existence of some problems in the field of relations with the opposite sex in these subjects. The formation of this attitude may be associated with a breakup of relationships or stress in the field of gender relations. This attitude was also revealed in a relatively small number of girls and boys ($t = 1.68$). The most common attitude in both samples was "independence", which may be characterized by some self-doubt on the one hand or self-reliance on the other ($t = 2.01$). A fairly large percentage of girls and boys demonstrated the attitude of "indifference". This situation may reflect the presence of weak gender-role differentiation in the subjects, a low level of comprehension of typical female and male traits. The differences between the male and female samples are small ($t = 1, 72$). The gender attitude "attraction" reflects the situation of interest and positive attitude towards persons of the opposite sex, which may be characteristic of 22% of girls and 19% of boys ($t = 1.81$). Aggression towards the opposite sex was detected in a small number of subjects, approximately in equal numbers in samples of girls and boys.

Gender roles are sets of distinctive characteristics that include personality traits, behaviors and attitudes defined by culture as corresponding to one or another gender. Usually, these notions of conformity are shared to a certain extent by most representatives of this culture. By adolescence and adolescence, young people already have largely formed ideas about gender roles. This largely determines the peculiarities of their behavior and building relationships with representatives of their own and the opposite sex, which becomes especially important at this age, when intimate and personal communication with peers becomes the leading activity. In the future, ideas about gender roles and gender attitudes formed at this age can most likely be implemented in the structure of family relations.

To study gender attitudes regarding the distribution of roles in the family, we used the questionnaire "Proverbs" by I. S. Kletsina, in which Russian folk proverbs collected by V. I. Dahl were used as statements. The methodology is designed to determine the degree of susceptibility of subjects to traditional ideas about the division of roles in the family, the results may indicate the gender attitudes of the subjects. The questionnaire includes 15 statements that the subject should evaluate based on his degree of agreement with them. The result is evaluated by points, depending on the number of points scored, the subject can be assigned to one of three groups of attitudes: traditional, egalitarian or indefinite attitudes. The results of this study are listed in Table 2.

Table 2 – The results of the study for each type of gender attitudes

| Gender attitudes regarding the distribution of roles in the family | Girls | | Young men | |
|--|------------------|----------|------------------|----------|
| | Number of people | Number % | Number of people | Number % |
| Traditional | 98 | 33 | 121 | 62 |
| Egalitarian | 30 | 10 | 10 | 5 |
| Undefined | 170 | 57 | 65 | 33 |

The data in Table 2 show that the majority of young men have traditional attitudes about the distribution of roles in the family. Only a small percentage of young people have pronounced egalitarian attitudes, and a third of respondents have vague gender attitudes. Most of the girls showed results indicating vague gender attitudes, noticeably a third adheres to traditional attitudes and only one in ten has egalitarian attitudes. The results of the study indicate that boys, to a greater extent than girls, adhere to traditional views on the distribution of roles in the family. Almost half of young people are undecided in their gender attitudes.

Using Spearman's rank correlation coefficient, we compared the results of a diagnostic study of gender attitudes regarding the distribution of roles in the family in boys and girls. Traditional attitudes prevail in young men ($r = 0.72$). As for egalitarian attitudes, a weak positive correlation was noted

($r = 0.34$). The obtained value ($r = 0.67$) indicates the predominance of uncertain gender attitudes in the sample of girls.

Brief conclusions on the work.

In conclusion, it is necessary to summarize some of the results of the work done, which we regard as a prospect for further experimental research and a direction in practical work with adolescents.

Adolescence is characterized by changes in the structure of the body and new experiences related to their gender identity and gender roles. The unevenness of physiological and psychosocial development encourages a teenager to overestimate and rethink his gender identity in all its manifestations. Also, at this age, gender attitudes are concretized and consolidated, which influence the ideas about the content and performance of gender roles.

Analyzing the results of the study of gender attitudes, it should be noted that the most common attitude in both samples was "independence". Such an attitude cannot be regarded as positive or negative, but it may indicate some self-doubt and inability to harmoniously build relationships with the opposite sex. A fairly large percentage of girls and boys demonstrated the attitude of "indifference", 18% and 22%, respectively. Such a situation may reflect the presence of weak gender-role differentiation in the subjects, a low level of comprehension of typical female and male traits. Of particular concern is the presence, albeit small, of a number of girls and boys with an aggressive attitude towards the opposite sex. Only a small percentage of young people have pronounced egalitarian attitudes regarding the distribution of roles in the family, and almost half of the respondents have vague gender attitudes.

The problem of ideas about gender roles and their implementation, in our opinion, is directly related to the crisis of the family in modern Russian society, manifested in the lack of proper attention to the issues of sex education of the younger generation and the problem of gender identity formation, which in turn leads to difficulties for young people in forming the foundations of their own family, unpreparedness for family life and problems in self-realization as a male or female representative.

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Conclusion

The data obtained in the study indicate the relevance of the problem of gender identity formation within the framework of modern education and upbringing, contributing to the successful socialization and adaptation of adolescents in the socio-cultural space. In this context, one of the most important tasks of the school and the psychological service is the work aimed at the formation of a healthy and integral personality of a woman or man who is able to adequately realize and experience their physiological and

psychological characteristics, in accordance with the social and moral norms existing in society, which in the future will not only create a full-fledged family, but also support its integrity.

The introduction of the category "gender" into the pedagogical process is of fundamental importance, since school is one of the most important agents of socialization, including gender. The development of gender education at school will allow us to form the idea that gender is not a basis for discrimination based on any criterion or indicator, that it enables a woman and a man to enjoy human rights in the entirety of this concept, provides freedom to choose ways and forms of self-realization at the level of their unique individuality.

The traditional gender-role socialization of girls and boys, in which the school actively participates, continues to reproduce patriarchal stereotypes of gender interaction in public and private spheres. These stereotypes are increasingly in conflict with the real transformations of gender relations in modern Russian society, becoming an obstacle to the formation of flexible life strategies, the realization of personal potential, the disclosure of individuality and self-actualization.

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 sexes. The main efforts should be aimed at developing a healthy and moral attitude to the problems of gender and gender in the younger generation, and its main result is the ability to correctly solve real problems arising in life related to this sphere of life. To do this, it is necessary to develop and implement various correctional and developmental programs and programs to support the formation of gender identity and sex education in the pedagogical process. Such programs should adjust the motives and attitudes of adolescents rather than teach them, which will allow them to make conscious decisions and learn communication skills that allow them to develop more responsible behavior and relationships. The implementation of this approach ensures the formation of a healthy motivational and semantic sphere regarding biological and psychological gender.

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A. A. Smyk

PROFESSIONAL SELF-AWARENESS OF THE INDIVIDUAL FROM THE POSITION OF THE ACMEOLOGICAL APPROACH

In this article, the idea of self-consciousness is explored in psychology. Various approaches of domestic and foreign scientists to this problem are considered in more depth. The article highlights and describes typical features of the concept and structure of self-consciousness of a professional personality.