СОЦІАЛІЗАЦІЯ ОСОБИСТОСТІ В УМОВАХ СУЧАСНИХ ВИКЛИКІВ

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Domina Iuliana,

Lecturer at the Department of Social Work of the Municipal Institution
“Kharkiv Humanitarian-Pedagogical Academy” of Kharkiv Regional Council,
Kharkiv, Ukraine.

iuliana.domina@gmail.com

<https://orcid.org/0000-0002-6465-2046>

STUDENTS’ GENDER SOCIALIZATION: TO THE PROBLEM OF DEFINING A NOTION

The modern higher education institute as well as other institutes of Ukrainian society, where human socialization is taking place, undergoes socio-economic, cultural and ideological transformations. These transformations are caused by common globalization and nation-building processes (formation of an independent state, civil society development on the democratic basis and integration to the European and world community, transition to a market economy, etc.) and processes associated with the reform of the national higher education system (integration of the national education to the European educational space and its modernization according to the requirements and standards of the Bologna Declaration; changing ideas of a model of personality internal socialization in universities, expanding the boundaries of students’ socialization and the impact on it such a phenomena as the academic mobility; complication of the modern requirements for preparing a specialist who has the flexibility of thinking, is capable to make independent and prudent decisions, quickly adapting to the changing conditions of professional activity; radical changes in the content of education and socio-pedagogical and educational technologies in the higher education system associated with the development of the latest scientific and technological achievements, aimed to form the active subject of socialization, etc.).

All these factors helped to activate the scientists’ and educators’ practice in the direction of rethinking theoretical and methodological approaches to the process of students’ socialization, covering different types of it - a political type (E. Otdelentsev), a civic type (N. Samokhina), an economical type (N. Levitskaya), a professional type (O. Artemova), a labor type (Y. Filippov), a family type (A. Sklyaruk), a communicative type (N. Grabar), etc. At the same time, there are studies in which the gender component is included to the analysis of socialization processes, so that any type of socialization is inseparably linked to the gender of the individual, so the influence of gender

on the choice of specialty, profession, academic and extracurricular activities of students, their interpersonal communication can be identified, their social and political activity from the perspective of gender can be studied (O. Goroshko, S. Luzan, A. Mikheev, V. Popovich, S. Redlih, V. Filonenko, Y. Filonenko, F. Khramtsova).

The variety of formulations and definitions of socialization and its various aspects, including gender, requires determination of our understanding such a category as “gender socialization of students”, that is the purpose of our article.

The concept of “gender socialization” emerged in the works of national scientists at the late 90's of the twentieth century together with the emergence of a new research area in higher education and science - gender research, based on the methodology of the category “gender”. Despite the “novelty” of this scientific area in historical frameworks, the analyzed literature attests to a rather large array of studies in different fields of scientific knowledge: philosophy, cultural studies, sociology, political science, law, linguistics, psychology, pedagogy (N. Grytsyak, S. Hryshak, T. Govorun, T. Doronina, T. Matusevich, V. Kravets, E. Skiba, etc.). It has been concluded the fact that the definition of gender can be found in modern interpretative dictionaries of the Ukrainian language: “The Big Interpretive Dictionary of Modern Ukrainian”, “Slovnyk.ua. Portal of Ukrainian Language and Literature”, “Dictionary of foreign-language socio-cultural terms”, “Dictionary of foreign-language words”, references and encyclopedic dictionaries in philosophy, sociology, psychology, moreover, a special vocabulary dedicated to basic terminology in the field of gender science and feminism (Гендер, 2016). However, the analysis of national pedagogical dictionaries revealed the absence of concepts associated with gender issues.

First of all, it should be noted that the uncertainty of Ukrainian scientists on the spelling of the borrowed term is striking: in some studies it is “gender with ukrainian г (гендер)” and in others it is “gender with ukrainian r (гендер)”, so the reference to the spelling dictionary of the Ukrainian language and other explanatory dictionaries, we have studied, has allowed us to decide on using it in our article as “gender with ukrainian г (гендер)”.

Analysis of the named sources revealed uncertainty in the interpretation of gender, as well as different approaches to determine it. This is due to a number of factors: first of all, it's due to the borrowing of both the research and the terminology associated with the concept of gender that came to us from English languages; secondly, the multidimensionality of this concept (it is considered within the framework of many theories - biological determinism, biological fundamentalism, social constructivism, structural functionalism, gender multiplicity, etc. (Матусевич Т., 2014)); thirdly, the complexity of this phenomenon due to its interdisciplinary status (studied by philosophers, cultural scientists, sociologists, political scientists, linguists, psychologists, educators, etc.); fourth, the widespread essentialist perceptions in the scientific

environment of the gender study/gender issues (gender is used as a synonym for the concept of “sex” or as a component of the sex/gender system).

The analysis of the original sources - works of such western theorists as J. Butler, P. Berger, E. Goffman, D. Zimmerman, M. Kimmel, J. Lorber, T. Luckmann, L. Nicholson, C. West, S. Farrel also showed no unanimity in the definition of gender. Generalizations of theoretical approaches have allowed to a number of researchers to identify three areas of research to understand it: 1) as a social construct; 2) as a stratification category; 3) as a cultural metaphor (O. Voronina, V. Kravets), which testifies to the “existence of a gender system that combines social, institutional and symbolic practices by which individuals are sexually shared” (Легенина Т. Б., 2004, р. 8).

Consideration of the substantive characteristics of this concept in both foreign and national studies has allowed us to identify those features that bring us closer to understanding gender socialization from the standpoint of social constructivism and social reproduction, which most closely corresponds to our position as a researcher:

1) the distinction between sex and gender is fundamental; sex refers to the anatomical and biological features of people, on the basis of it people are defined as men or women; gender - psychological, social, cultural characteristics of women and men (femininity and masculinity) produced by society; sex is unchanged, gender varies across culture and historical period;

2) gender is a system of relationships that underlies gender stratification of a society; it is associated with a hierarchy and power that reproduce gender differences and promote male dominance over women;

3) gender is a product of culture and society, which is constructed in the process of socialization by the main institutions of society (a division of labor, system of gender roles, family, educational institutions, mass media, etc.);

4) gender is created by individuals themselves - at the level of their consciousness (gender identification) by accepting the ideas, norms, roles, patterns of behavior expected from women and men and keeping to them (in appearance, clothing, behaving, etc.).

Also, to understand gender as a key component of our terminology apparatus, we will be guided by the statements of the American sociologist M. Kimmel:

1) gender differences are not as significant as we often imagine, so women and men have more in common than differences;

2) gender difference is a product of gender inequality, not the other way around, so gender inequality in a modern society causes differences between women and men, “because through the idea of the difference inequality is legitimized”;

3) with the reduction of gender inequality, differences between people should be placed in a context where each individual will be properly valued for its uniqueness, without losing common features with the group (Киммел М. С., 2003, р. 6).

Before we define the key notion of our scientific research - “gender socialization of students” - we have to analyze the concept of “gender socialization”, which also revealed a multiplicity of approaches as to the definition as to the formulation of the phrase itself.

It should be noted that, despite using the various terms, authors of different scientific fields (sociology, psychology, pedagogy), who study human socialization, mostly find consistency in defining gender socialization as a process, where an individual learns to be a woman or a man, learns the social norms, rules, attitudes, roles, and behaviour, that a particular society expects from a person's conception of femininity and masculinity (see table).

Table

Definition of the category “gender socialization”

<i>The term used</i>	<i>Author / Source</i>	<i>Definition</i>
<i>Sociological research</i>		
Gender socialization	John, N. A., Stoebe, K., Ritter, S., Edmeades, J. and Balvin, N. (2017). Gender Socialization during Adolescence in Low- and Middle-Income Countries: Conceptualization, influences, and outcomes. <i>Innocenti Discussion Paper</i> 2017-01, UNICEF Office of Research – Innocenti, Florence.	“a process whereby individuals develop, refine and learn to ‘do’ gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions” P.6
Gender socialization	Giddens, Je., Berdsohl, K. Sociologija [Sociology]. Moscow. 2005. 632 p. (rus)	“Learning gender roles through social factors” P. 102
<i>Psychological research</i>		
Gender-role socialization	Bern, Sh. Gendernaja psihologija [Gender psychology]. Saint Petersburg, <i>prajm-EVROZNAK</i> . 2001. 320 p. (rus)	“The process where we learn to be socially acceptable for men and women” P.46
Socialization of gender	Govorun, T.V. Socializacija stati jak faktor rozvytku Ja-koncepcii: diss. dokt. psihol. nauk: spec. 19.00.07 [Gender socialization as a factor of self-concept development]. Kyiv. 2002. 28 p. (ukr)	The process that is “realized in the mind and image of the Self-based on the internalization of sexually relevant prescriptions. The development of the self-concept reflects the character of the development of the personality of a certain range of gender roles and the acquirement of corresponding meaning and life values, characteristic of the people ethnocultural customs”
Sex-role socialization	Romanova, V.G. Osoblivosti statevoroliovoji socializacii pidlitkiv: diss. kand. psihol. nauk: spec. 19.00.05 [Features of sex-role socialization of adolescents]. Kyiv. 2002. 20 p. (ukr)	“The assimilation process by individuals of sociocultural factors that determine most of the available features of individuals’ sexual behavior.” P. 14
Sex/gender socialization	Kashirskaja, I.K. Socialno-psihologicheskij analiz osnovnih	“sex/ gender socialization involves two interrelated processes. First, it

	istochnikov informacii i process gendernoj socializacii [Socio-psychological analysis of the main sources of information and the process of gender socialization]. <i>Voprosi psihologii</i> . 2003. № 6. Pp. 56-63. (rus)	is the assimilation of the individual's social experience, psychosexual attitudes and values, certain ways of behavior and activity inherent in the representatives of a particular gender. Secondly, it is the process of formation of sexual identity (gender identity).” P. 56
Gender-role socialization	Gornostaj, P.P. Genderna socializacija ta stanovlennia gendernoji identuchnosti. Osnovi teorii genderu: navch.posib.[Gender socialization and gender identity development. Fundamentals of Gender Theory].Kyiv, “K.I.S”.2004. Pp.132-156. (ukr)	“Assimilation of gender roles by the person, public expectations about these roles, as well as gender development of the personality, the formation of psychological characteristics that correspond to gender roles.” P. 142
<i>Pedagogical research</i>		
Gender socialization	Kravets, V.P., Genderna pedagogika: navch.posib. [Gender pedagogy]. Ternopil, <i>Gjura</i> . 2003. 416 p. (ukr)	“Imitation, perception and reproduction by a man or a woman those cultural and normative standards that society considers appropriate to their gender roles.” P. 170
Gender socialization	Kharchenko, L.G. Socialno-pedagogichni umovi formuvannia sychasnih gendernih stereotipiv u process socializacii jinochoji molodi: diss. kand. ped. nauk: spec. 13.00.05 [Socio-pedagogical conditions of formation a modern gender stereotypes in the process of socialization of female youth].Lugansk.2006.20 p. (ukr)	“Learning by individuals all forms and models of gender-organized social being in the process of life activity, acquirement the social and gender identity, self-awareness of involvement to the female sex and identification herself with her.” P. 8.
Gender socialization	Sokur, O., Ivanova, I. Osnovi gendernogo vihovannia. Gendernij rozvitok u suspilstvi (konspekt lekcij).[Fundamentals of Gender Education. Gender development in society: (lecture notes)].Kyiv, PS “ <i>Foliant</i> ”.2005. Pp.183-222. (ukr)	“Learning the social role defined for a person by society from a birth, depending on a man or a woman the person was born.” P. 203
Gender socialization	Shustova, L.P. Ot “bespoloj” pedagogiki k gender orientirovannomy obrazovaniju [From "asexual" pedagogy to gender-oriented education]. <i>Novije cennosti obrazovanija</i> . 2001. № 1. Pp. 136-141. (rus)	“A two-sided socio-pedagogical process for boys and girls of learning ideas about masculinity and femininity, aimed at improving their individuality and focused on the formation and development of sexual behavior”

As the table proves, the majority of definitions coincide with the theory of sex-role socialization by T. Parson and R. Bales (sex-role theory), which implies the assimilation and reproduction of existing norms and standards of

sexually relevant behavior, where the person acts as a passive actor with a perceived perception appropriate culture, but not creating them.

Instead of the gender-role paradigm of understanding the gender socialization within the framework of the social-constructivist theory of P. Berger and T. Lukman, the emphasis is not on the activity of the individual, who acts as an active subject and can create gender rules and gender relations, not only learn and reproduce them (Бергер П. & Лукман Т., 2005). As the researchers rightly point out: “The idea of creation implies the possibility of changing the social structure: on the one hand, gender relations are objective because the individual perceives them as a given, but on the other hand, they are subjective, socially constructed daily, every minute, here and now” (Здравомыслова Е. & Темкина А., 2001, p. 157).

Supporters of the socio-constructivist approach P. L. Berger, E. Goffman, D. Zimmerman, J. Lorber, T. Luckmann, C. West, S. Farrel consider the gender order of society as a social construct and emphasize that interpersonal and intergroup interaction, as well as social interaction at the level of society, are gender-determined, which determines the differentiation of the roles of men and women and their unequal status positions in society. At the same time, we take into account that contemporary gender relations are constructed as unequal, where men occupy dominant positions and women play minor roles. But as a social construct, in the view of a particular system of organization the gender relations, such an order can be deconstructed or changed.

Undoubtedly, the social order of the future must be based on the equality of women and men, so the differences that exist between the sexes should not be realized as hierarchical, as implying different status, different opportunities for representatives of both sexes.

Agreeing with the thesis of the researchers that “the social order is inherent in gender socialization, where individuals construct gender relations”, and its change “will change the nature of relationships between women and men from power/subordinate to egalitarian” (Харченко С. Я. & Гришак С. М. & Шабасова Н. С., 2013, p. 63), in our scientific research, gender socialization is a means of reducing gender inequalities in the interpersonal interaction of student.

Gender socialization is a continuous process that takes place throughout a person's life, beginning “literally from the moment of birth, when parents and other adults, define the child's passport sex, begin to teach a child the gender role of a boy or a girl” (Клецина И. С., 2003, p. 131), from this time “social mechanisms are launched, which will subsequently influence the formation of the gender identity of the adult” (Курамшев А. В., 2004, p. 196), so scholars focus on analyzing and finding out how boys and girls turn into adults who exhibit typical gender behavior. Scientific literature confirms the absence of an unified theory of gender socialization (theory of identification (Z. Freud); theory of social learning (A. Bandura, G. Biller); theory of cognitive development (L. Kolberg); theory of new gender psychology

(E. Maccoby, K. Jacqueline); Gender Theory (S. Bem), etc.), so it is worth agreeing with the statement that: "There are several theories, each of which has both strengths and weaknesses" (Курамшєв А. В., 2004, p. 196), and should be considered, in I. Kon's view, as complementary, describing the same process from different positions: the theory of sexual typing - from the point of caregivers, the theory of self-categorization - from the position of the child, or as "emphasizing aspects, which are of unequal importance at different stages of psychosexual development" (Кон И. С., 1981, p. 50).

Despite identifying different mechanisms of socialization that influence the formation of gender identity and the formation of gender relations, almost all representatives of these theories show different attitudes towards boys and girls in the process of education, called differential socialization. This explains both gender differentiation and gender dominance: men and women are different because they learn to be different. Gradually, the boy and the girl acquire the traits, attitudes, which a certain culture refers to as "male" and "female". As M. Kimmel rightly points out: "We are not necessarily born different: we become different as a result of this process of socialization" (Киммел М. С., 2003, p. 4).

In general, the content of gender socialization depends on the level of socio-economic development, features of culture and individual life, so it is valuable to believe that gender socialization take place "in different contexts and therefore contextually dependent as well as dynamic" (John N. & Stoebenau K. & Ritter S. & Edmeades J. & Balvin N., 2017, p. 6), and for the sake of social change, "it is necessary to contextualize the relationship of inequality between existing perceptions of essentially male and female" (Шмелева Н. Б. & Хайсарова Г. М., 2013, p. 350), which, in our view, requires the study and consideration of those factors that influence the process of socialization of students, both on the individual level (gender identity, gender perceptions, stereotypes and attitudes) and on the institutional level (gender stratification of the higher education system, vertical and horizontal asymmetry of professional activity, transformation the modern gender roles, agents of influence - media, etc.) and determine its character.

In this context, we are close to the positions of national supporters of the socio-constructive approach S. Kharchenko, S. Hryshak and N. Shabaeva, who understand the gender socialization of students as "the process of organized influence on the adaptation of students to changing transformations of the socio-cultural environment in order to overcome asymmetries for their gender development and gender identity by expanding their role repertoire; understanding the requirements of the existing culture for people in accordance with their biological sex characteristics; gaining experience of egalitarian gender relations in intercourse; formation of adequate gender behavior; ensuring self-expression and free self-determination" (Харченко С. Я. & Гришак С. М. & Шабасєва Н. С., 2013, p. 100).

So, the analysis of a category "gender socialization of students" allows us to outline the positions that bring us closer to its understanding. Firstly, the

key notion is the concept of gender, that as well as the concept of gender socialization in general to be the topic of researchers' discussion revealing unanimity on an issue of their definition caused by a number of factors; secondly, we approach the definition of gender socialization from the standpoint of social constructivism and social reproduction of gender, that makes it possible to change and deconstruct both the gender development of the individual and interpersonal gender relations; thirdly, in our understanding, the gender socialization is a means of reducing gender inequalities in the interpersonal interaction of students; fourthly, the gender socialization is contextually dependent and dynamic, which accounts for many factors, both at the individual and institutional levels, that influence the process of gender socialization of students and determine its nature.

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Дьоміна Ю. В. Гендерна соціалізація студентської молоді: до проблеми визначення поняття

У статті розглянуто питання визначення поняття гендерної соціалізації студентської молоді, вивчення якого виявило різноманітність

формулювань та визначень соціалізації та її різних аспектів, зокрема гендерних, як у зарубіжних, так і у вітчизняних дослідженнях. Проведений аналіз цієї категорії дозволив окреслити ті позиції, які наближують нас до розуміння «гендерна соціалізація студентської молоді».

По-перше, ключовою дефініцією виступає поняття гендеру, у визначенні якого, як і загалом у визначенні гендерної соціалізації, спостерігається дискусійність і відсутність єдності дослідників, що зумовлено низкою чинників; по-друге, до визначення гендерної соціалізації ми підходимо з позицій соціального конструктивізму та соціального відтворення гендеру, що уможливорює зміни і деконструкцію як гендерного розвитку особистості, так і міжособистісних гендерних відносин; по-третє, у нашому розумінні гендерна соціалізація виступає засобом скорочення гендерної нерівності у міжособистісній взаємодії студентської молоді; по-четверте, гендерна соціалізація контекстуально залежна та динамічна, що обумовлює врахування багатьох чинників, як на індивідуальному, так і на інституціональному рівнях, що впливають на процес гендерної соціалізації студентської молоді, та визначають її характер.

Ключові слова: гендер, гендерна соціалізація, статево-рольова соціалізація, соціально-конструктивістський підхід, студентська молодь.

Дёмина Ю. В. Гендерная социализация студенческой молодежи: к проблеме определения понятия

В статье рассмотрен вопрос определения понятия гендерной социализации студенческой молодежи, изучение которого выявило разнообразие формулировок и определений социализации и ее различных аспектов, в частности гендерных, как в зарубежных, так и в отечественных исследованиях. Проведенный анализ данной категории позволил определить те позиции, которые приближают нас к пониманию «гендерная социализация студенческой молодежи».

Во-первых, ключевой дефиницией выступает понятие гендера, в определении которого, как и в определении гендерной социализации в целом, наблюдается дискуссионность и отсутствие единства исследователей, что обусловлено рядом факторов; во-вторых, к определению гендерной социализации мы подходим с позиций социального конструктивизма и социального воспроизводства гендера, что делает возможным изменения и деконструкцию, как гендерного развития личности, так и межличностных гендерных отношений; в-третьих, в нашем понимании гендерная социализация выступает средством сокращения гендерного неравенства в межличностном взаимодействии студенческой молодежи; в-четвертых, гендерная социализация контекстуально зависима и динамична, что обуславливает учет многих факторов, как на индивидуальном, так и на

институциональном уровнях, которые влияют на процесс гендерной социализации студенческой молодежи, и определяют ее характер.

Ключевые слова: гендер, гендерная социализация, поло-ролевая социализация, социально-конструктивистский подход, студенческая молодежь.

Domina I. Students' Gender Socialization: to the Problem of Defining a Notion

The article deals with the definition of the concept of gender socialization of students, the study of which revealed a variety of formulations and definitions of socialization and its various aspects, in particular gender, both in foreign and domestic studies. The analysis of this category allows us to outline the positions that bring us closer to its understanding.

Firstly, the key notion is the concept of gender, that as well as the concept of gender socialization in general to be the topic of researchers' discussion revealing unanimity on an issue of their definition caused by a number of factors; secondly, we approach the definition of gender socialization from the standpoint of social constructivism and social reproduction of gender, that makes it possible to change and deconstruct both the gender development of the individual and interpersonal gender relations; thirdly, in our understanding, the gender socialization is a means of reducing gender inequalities in the interpersonal interaction of students; fourthly, the gender socialization is contextually dependent and dynamic, which accounts for many factors, both at the individual and institutional levels, that influence the process of gender socialization of students and determine its nature.

Key words: gender, gender socialization, gender-role socialization, social constructivist approach, students.

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