

Social Work & Education

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Aliksieienko, T. (2018). Stereotypes, their challenges in gender identity development in children, *Social Work and Education*, Vol. 5, No. 3., pp. 38-48.

STEREOTYPES, THEIR CHALLENGES IN GENDER IDENTITY DEVELOPMENT IN CHILDREN

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УДК 37.013
[351.83:314.151.3](430).

DOI: 10.25128/2520-6230.18.3.4

Article history:

Received: September 10, 2018

1st Revision: October 19, 2018

Accepted: October 30, 2018

Abstract. The article deals with the problem of gender identity of a person as a socio-pedagogical phenomenon. Regularities of its formation in the context of age characteristics, the binary effect of stereotypes and innovations of modern family education, correlation with gender roles and as a result of identification of a person due to communicative-information processes, dilemmas of self-determination, influence parents and the media, a general change in the socio-cultural situation.

Key words: gender identity of an individual; identification; family upbringing; gender education; gender stereotypes; social innovation.

Introduction

The phenomenon of a person's gender identity arises within the limits of the global perspective of the existence and continuation of the human race. This is particularly evident in the presence of demographic problems and threats of the last decades in Ukrainian society, associated with an increase in mortality and a decline in the birth rate, indicating an impaired reproduction system. Awareness of the current situation and the threatening consequences of the problem is not only the preservation of the family, family values and family forms of education, but also a more profound analysis of the main determinants of the formation of gender identity of the child. The demand for such an analysis is also determined by the tendency towards radical social changes in the institute of the modern family and the prospects for its development, in particular the spread of non-traditional types of families and family relationships (legalization of homosexual marriages, adoption of children by homosexuals), which threaten the destruction or radical change of identity of the individual, systems of perception of the world, social responsibility and definition of the meaning of family life in future generations. Existing threats serve as an incentive for a comprehensive understanding of the complex process of forming the gender identity of a growing person in the context of stereotypes and modern trends in change.

Literature review

The problem of gender identity has been substantiated in scientific works by both foreign and domestic scholars in various aspects, in particular regarding: the peculiarities of gender identification and differentiation, psychological peculiarities and socio-cultural determinants of gender, gender stereotypes (J. Mani, A. Erhard, E. Macobi, K. Jacklin, J. Rozner, M. Henning S. Epstein, T. Govorun, A. Gryns, O. Kikinezhdi, O. Kocharyan, V. Moskalenko, L. Orban-Lembryk, E. Sokolova, V. Tretyachenko, L. Kharchenko, V. Tsiba, etc.), gender balance or asymmetry of a social stereotype in different societies (R. Bayles, K. Dyon, Y. Kolominsky, T. Parsons, S. Sherman, O. Balakireva, O.N. Lavrinenko, O. Yaremenko, etc.), differentiation of sexual roles, educational and cultural influences, sexual education in the family (A. Govorun, G. Daynega, O. Kikinezhdi, V. Kravets, G. Laktionova, V. Moskalenko, L. Novikova, L.Orban-Lembryk, T. Titarenko, O. Shargan , L. Yatsenko), social expectations and social roles (A. Igli, M. Mid, V. Moskalenko, P. Muchinsky, R. Frenkin, T. Shibusani, etc.), social behavior (L. Antonyan, V. Bordyuk, I. Bohkarev, N. Doroshenko, I. Naidovska, L. Sab on and etc.). description of typical value orientations representatives different cultures on the grounds of masculinity and femininity (A. Aliyev, D. Best, J.O. Voronin, Williams, Kochubei, O. Mitina, G. Hofstede, etc.). On the basis of the generalization results of various scientific studies that directly or indirectly reveal the problem of gender identity, it becomes apparent that it is actualized in: gender peculiarities of parental and infant relationships, gender identity violations, gender relations, peculiarities of sexual education, life styles and behavior strategies in conflict, deviations and manifestations of crime. The general principles on which gender-based studies are based have become the basis for raising gender and gender concepts, as well as studying how gender-based design in various institutions of socialization takes place. The methodological basis of gender studies is the provision that gender differences are not based on a biological but on a social basis (Mani, J., 1955; Stoler, R., 1968; Bendas, T., 2000). However, the idea of gender in modern society has not yet received unequivocal support, and the process of its implementation raises numerous questions.

Methodology

To understand the problem we used the methodology based on the Theory of Identification (Z. Freud, K. Jung, E. Erickson). Particularly in relation to: the importance of early childhood for the subsequent sex-role behavior of a growing person; the characteristics of child identifying with one of his or her parents' state; polar feelings of the child to parents in different life situations, expressed in extremes; interpretation of possible identification with the aggressor as one of the mechanisms of protection "I" (Z. Freud, 2010); identification as something that may be unconscious, due to the influence of meaningful people and social guidance (K. Jung); characteristic features of personality identification in adolescence in the parameters of the fluctuation between the positive "I" and the negative pole of confusion of roles, contrary to the desirable for parents - in a negative way (E. Erickson, 1996). Due to our ideas, in these provisions the problem of gender identity "I" is revealed through the manifestation of the group "We," emotionally colored. Therefore, they serve as the most methodological basis for explaining both gender relations and gender identity violations. Also, the phenomenon of "We" can reveal identity in the context of group identity, which is determined by its affiliation with a particular small or large group, acting as a collective entity for the formation of its consciousness and social behavior. In this methodology, we highlight the environmental approach as one of the key in the development of socio-pedagogical knowledge and the disclosure of our topic.

To support the theoretical positions of data we collect, we used observation and express survey methods. The presentation of the problem is based on conceptual analysis.

The aim of the article

The purpose of this article is to reveal the problem of the gender identity of a person as a socio-pedagogical phenomenon. The regularities of its formation in the context of stereotypes and innovations of modern family education, thereby setting a benchmark for specialists in the social sphere to choose adequate methods of youth work preparation for family life and responsible parenting, with family and children of all ages in this direction.

Results

Child gender identity and its development

The genesis of the concept "identity" in scientific discourse suggests that is now beyond its purely psychological context and acquired the features of a socio-pedagogical phenomenon most thoroughly disclosed in works of E. Erickson "The Child and Society" (1950), I. Kon "The Child and Society" (1988), D. Feldstein "Problems of Childhood in the Modern World" (2009), S. Grebina "Childhood as a Socio-Cultural Phenomenon" (2014) and others. The identity is multifaceted and multidimensional. The problem of identity of the person is manifested not only at the level of consciousness, but also in the process of searching for her "True I am". It is due to the fact that in its life each person performs several roles, has a different life experience and shows a different ability to make a meaningful choice and thus carry out self-design.

The complexity of establishing a child's own identity turns out to be a member of the family and the community "We" as a collective identity, formed of several identities. For this reason, the identity of the child in the family education is formed and correlated with different identities as the process of identification with other members of the family and, at the same time, isolating oneself from them. In real life this is manifested in family identity. It is formed as a basic characteristic of the child's personality in terms of belonging to a particular group, namely family and gender as a social community. Gender identity as the

basic characteristic of the child in terms of its belonging to a certain gender and its representation in interpersonal interaction in the family is formed in the family environment by positioning the child himself as a parent, mother, brothers and sisters as representatives of the male and female, with the peculiarities of their fulfillment gender roles. Thus, in the process of family education, the family identity and gender identity are acquired by the child in a close relationship. Gender identity is structurally included in the family identity, but goes beyond it, because it is an objective reflection of individuality in a wider and more dynamic social space, where many other determinants (Aliksieienko, T., 2016; Aliksieienko, T. F., 2015). Therefore, fully formed can only be in the full family, under the influence of the entire reality of the socio-cultural conditions of a particular society. This is a long process that takes place as it grows, acquire knowledge and life experience in self-identification on gender issues, gender roles and peculiarities of its implementation, and is manifested in the sustainability of such representations. Practice proves that the identity of the person manifests itself in social roles, and the change in gender roles can lead to a change in gender identity. Consequently, gender identity and gender role are correlated as individual and typical, but interrelated.

Gender identity is formed on the basis of normative expectations that are dominant in society and the family environment, as well as parental guidance on its gender role, which is usually fixed through a system of cultural norms and functions that are attributed to it in a particular society. Family members are adapted to social and moral standards in order not to become marginalized. This model of the family relationships is typical of a traditional society. As you know, traditional family education, as well as traditional culture of society, is supported by gender stereotypes.

Gender stereotypes and their role in gender identity development

Gender stereotypes are one of the types of stereotypes preserved in the public consciousness based on standardized, accepted in society ideas about men and women, in particular, regarding women's and men's possibilities, features, patterns of behavior, character traits, and appointments in public life (Table. 1).

Table. 1

Standardized representations of men and women in Ukrainian society

Social representations of a real man	Social representations of a real woman
Acting as a breadwinner of the family. A defender and undeniable authority for his wife and children; Strong, confident, hardworking, ambitious, restrained in emotions, objective in assessments and attitudes, logical in inferences and statements, rational, little worries about appearance. Demand for social recognition.	Loving and caring wife and mother. Hardworking, a good hostess and children educator, decent, tender, beautiful, tidy, dependent, humble, needs protection, shy, emotionally sensitive, has a good intuition, less logical in words and actions than men.

As is evident from the generalized characteristics, collected by us in the process of express survey of senior pupils, as well as older people of different sexes (Aliksieienko, T., 2016; Aliksieienko, T. F., 2015), gender stereotypes are based on the "opposition" principle: what is attributed to men is denied by women, and vice versa. Gender stereotypes in the family are formed in relation to the traditional division of labor and the reproductive function of men and women. In social representations of women, according to historically formed patriarchal stereotypes, despite social progress, such ideas are still

dominant, which are associated with its family responsibilities and subordinate position. In social representations of men, predominance of characteristics related to the domination of the family environment and social (professional) success. Stereotypes are fairly rigidly fixed in traditional social morals, ethnopedagogy and folklore.

In the scientific literature, gender stereotypes are classified in several groups (Govorun, T. V. & Kikinezhy, O. M., 2004, 39). Based on their comprehension, we have revised this classification at the level of titles, quantity and content part, and is proposed in the following wording:

–*common stereotypes*. They are oriented towards the social appointment of men and women and their potential for self-realization, including the fulfillment of family functions, other activities, social self-presentation;

–*stereotypes-prescriptions*. The content is firmly fixed at the legislative level and in public morals, which is a reflection of the culture and traditions of this society, social expectations. Acting as the regulator of gender-role behavior of the individual at the macro, meso- and micro levels;

–*stereotypes-superstitions*. They have mythologized content and reflect the fears of a person before an unknown, unknown. There is no explanation. Transmitted from parents to children as certain taboos to do something and behave differently than accepted. Mostly preserved and customary pedagogy.

–*prohibitive stereotypes*. Contextually focused on the bias and punishment of the sexually untypical behavior (by communicating the relevant social guidelines that are mandatory for implementation from an early childhood, and condemnation);

–*punitive stereotypes*. Act as a behavior regulator. Enable physical punishment of the child. However, in the ethnopedagogy of Ukrainians, the child has never been punished with his hand, and used for this ricochet, nettle, put in a corner or deprived of some pleasure.

Experience convinces: the effect of stereotypes is ambiguous, rather binary. To the positive aspects of the effect of gender stereotypes can be attributed: the retransmission of folk traditions by younger generations, including those concerning the education of boys and girls; a clear definition of family status and the attachment of family roles; the establishment and observance of the indisputable authority for the mother and father's child, their respect; observance of the ethics of interpersonal interaction in the systems "parents-children", "boys-girls"; help and protection for the weaker and the smaller; obligatory support of the widow's community with an orphan child; community control of bringing up children in different families, etc. The negative aspect of the effect of gender stereotypes is in the bias of attitudes, certain distances between the contacts of parents and children, in superstitious fears, mythologization of various facts of family life, unequal value for different families of boys and girls, in the limitation of personal freedom and opportunities for self-realization of women, in use in family education psychological, economic violence and physical punishment, etc.

But, in today's society, the issue of combining the gender identity of gender stereotypes and innovations in the process of gender is actualized.

Already there are at least two main types of gender settings - patriarchal (focused on educational traditions, fixed both in the culture of society and in the family, in particular on the dominant role of the parent in the family) and feminist (focused on the conceptual change of gender relations in the family and gender expectations, in particular on the equal rights of men and women, equal distribution of family responsibilities and equal participation in the family rearing of the child).

Patriarchal settings are most often preserved in rural families. Feminist settings are mostly found in urban families. The formation of each type is influenced by another way of life and another type of household, the employment of parents in different spheres of industry, the measure of the operation of an extensive network of service services, etc. In urban families it is already becoming commonplace when male parents perform such homework, which was previously performed exclusively by women (cleaning, cooking, washing, etc.), and the mothers make good household things, skillfully operate technological devices, work on a computer, take on the questions of interaction with state and non-state structures, able to provide family services, etc. - monitoring such role offsets in parenting deprives children of clear landmarks to exclusively male or exclusively female type of activity. In such a natural way from a childhood, a basic idea of gender equality and parental partnership in family affairs is laid. Consequently, we can determine the correlation of gender identity and gender role as a correlation of individual and typical but interrelated.

Gender identity development in children under gender stereotypes

Identity of personality is the result of its identification. The main mechanisms of gender identification of a child in a family education are defined: abusive in a single family environment, which forms the system of value coordinates and acts as the consolidating factor of identities; observing how they behave and how parents perform gender roles; parental guidance based on gender stereotypes or innovations; emotional experiences with each parent and other family members as representatives of a particular sex; own child's experience of communication and interaction with each parent and his perception as more positive or more negative; self-knowledge; parental stimulation to the "correct" child's guidelines; expansion of the child's outlook through deepening and gaining new knowledge about her, her genus, female and male, gender roles; game activity (as a way of consolidating knowledge and working out models of gender roles); role-based activity (direct performance by the child of a gender role), information influence (media, communication with friends, Internet network, etc.). The driving force of this process is determined by the presence of a child in the internal conflict associated with the need for self-determination and self-affirmation, its own activity in personal self-determination (Aliksieienko, T. F., 2015; Akimova, L. N., 2010; Kononko, O. L., 1998; Tkalych, M. G., 2011).

The necessity for gender identification in a child is actualized by communicative-information processes, primarily interpersonal communication and the perception of her information about who she is, about her place in the family, the environment, observing the relationship between parents and the behavior of each parent, their perception as an exemplary model of the relationship between boys and girls, between men and women in general.

However, in the process of gender identity of the child in the family education, as well as in the wider society, a number of self-determination dilemmas arise for her, including: unification in the clothes of mother, father, brothers and sisters; situational and situational variability in the implementation of gender roles; lack of opportunities or their large numbers (this is due to the structure of an incomplete, single-parent or large-family family); features of value orientations and ways of life of the family; degree of authority of parents and peculiarities of their attitude towards children; experience of standardized behavior (in accordance with family standards) in relation to sex and parent-oriented expectations; the desire for independence and independence. In this process, the

selectivity of the child, which is formed on the basis of its system of values and reflects its age-old possibilities, becomes decisive. The parents role in the gender identity of the child is traced both in the system of relations "father-mother", and in the system of relations "parents-children". The child observes the relationship between parents and the behavior of each parent and sees them as an exemplary model of the relationship between boys and girls, between men and women in general, and in adulthood, as a rule, it transmits it into the sphere of family relationships already own family.

Gender identification contains an age-old feature (Aliexsieienko, T., 2016; Gornostay, P. P., 2003; Kravets, V., Kikinezhd, O. & Zhirskaia, G., 2013; Tkalych, M. G., 2011). It is proved that a small child, as a rule, perceives oneself through those social roles that determine or orientate their parents. In adolescence, children often experiment, experimenting with themselves, their abilities, abilities, peculiarities of nature in different situations of communication, types of activities, patterns of behavior and extreme conditions: in this way they satisfy not only curiosity towards something new, but also broaden the idea of oneself, open their own abilities and abilities, self-asserted. Educational and demonstrative behavior of adolescents, as a rule, is aimed at checking the limits permitted by parents, society and self-affirmation in the possibilities of their body and character. It often complicates, sometimes dramatizes the process of gender identification of a child in a family education, gender conflicts between parents and between children, constant identification of relationships, unclear distribution of family roles, irresponsible attitudes, marital treason and facts of domestic violence, especially sexual ones. If a child who has grown up, and has not been able to form his identity, in her behavior, there is a role uncertainty. This may lead to the fact that others will manipulate it, that its life will be determined by certain randomness, including those related to sexual deviations.

Consequently, the regularities of the formation of gender identity have a clear certainty, which S. Bern argued as four stages of the stage:

- gender identity (referring a child to one or another gender);
- gender constancy (understanding that gender is permanent and cannot be changed);
- differentiated imitation (the desire to be the best boy or the best girl);
- gender self-regulation (the child begins to control her behavior according to her conscious self-identity) (Bern, Sh., 2002).

These conclusions concretized not only in the age dimension, but also the behavior of children and parent reactions. So, according to psychologists T. Govorun, O.Kikinezhy. O. Kononko, T. Titarenko and other researchers, gender identity is formed in children under the age of five (they already understand the anatomical differences between boys and girls, they are interested in where their parents came from) Govorun, T. V. & Kikinezhy, O. M., 2004; Kononko, O. L., 1998; Titarenko, V. Y., 1987). However, on the basis of the longitudinal study of educational experience in different families, we have to note that this interest is individually expressed, and not always due to age (Aliexsieienko, T., 2016). To a large extent, it can be activated by feminist ideas (Phillips, Ch. T., 2002) and by the reactions of parents to the "sexual" questions of children, and through the media, especially when children are watching "adult" movies.

The most typical reactions of parents to the "sexual" questions of children are summarized as follows:

- *is prohibited* - parents strictly constrain any curiosity of children to their own body and the opposite sex, to questions such as "where did I get from";

– *avoiding* - trying specific questions to give concrete answers or refer to the fact that the child is "still early to know";

– *obsessive* - displaying intimate things, displaying a lot of them about them, do not hide existing sexual contacts between parents, hinting to the children that "when you grow up", constantly pay attention to the children of the opposite sex, are guided by the fact that This is his / her "bride / groom";

– *expressive* - an open discussion with the child (often even in spite of her age) of a sexual topic, naming all its words, early informing and stimulating the relevant interest, including through the use of special literature, such as anatomical encyclopedias (earlier than children themselves begin to detect) interest in the topic). The prohibition on information, as well as its cultivation, increases the level of interest of children to the problem and stimulates their activity in this direction.

Violation of forming a gender process identity of the child may occur in the context of a crisis situation in the family: divorce of parents and emerging insult to the parent leaving the family; in the families of single mothers babies are raised; in distant families; due to the death of one of the parents. Particularly negative, the absence of a parent affects young boys and adolescent children when they are in a busy period.

The personality identity conflicts are aggravated in conditions of modern globalization processes that create a situation of uncertainty and unpredictability in all spheres of social life, the expansion of life and social possibilities of a modern person in the conditions of the information society, saturated with various types and forms of innovation, new information and computer technologies. In the gender education of modern youth, media play an important role, in particular, computer technology, interactive video, radio and television. An important place in the gender education is Internet, this network has a lot of sites that contain a variety of gender information, which is interesting for students, teachers and parents. This not only increases the opportunities for awareness and social contacts, but also "emancipation", there is the possibility of immersing in the world of relations that are denied by traditional morals, the support of anonymous contacts, virtual self-realization in hidden dreams, but also a new way of knowing the reality in which there is no inequality and the hierarchy of "male" and "feminine".

The tendency to weaken gender stereotypes becomes apparent in the unisex style - in women's and men's clothes, girls and boys, their hairstyles, jewelry, communication and behavior patterns, social expectations and harassment. Also, under the influence of the vector of social policy on the European choice (2011), changes in living conditions, living standards, the hierarchy of values, the media, global factors, gradually changes the gender consciousness and new strategies and models of behavior of parents and children - a democratic orientation (the presence of a man at childbirth, Parental leave for a child up to 3 years old - before only such a mother was entitled, the involvement of women in prestigious spheres of production and business, the possibility for women to receive higher wages, etc.).

Conclusion

Gender identification is determined by existing gender stereotypes and guidelines, innovative approaches, social expectations, family structure, models of gender behavior in the family, and the quality of performance by parents and children of gender roles. Trends in the development of a globalized and information society. Modern Ukrainian families are characterized by a combination of stereotypes in family upbringing (adherence to

traditional gender norms and social requirements) and innovation (gender equality). The landmarks are being asked in the context of the society transformation and the family functions transformation (Alieksiienko, T. F., 2017). New trends in gender education reflect attempts to reject polarization of gender roles and gender violence. There is a process of behavioral erosion, communicative characteristics, different attitudes to boys and girls. This process requires stubborn study and development of adequate forms and methods of socio-pedagogical work.

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ФОРМУВАННЯ ГЕНДЕРНОЇ ІДЕНТИЧНОСТІ ДИТИНИ: СТЕРЕОТИПИ, ЇХ ВИТОКИ І ТЕНДЕНЦІЇ ДО ЗМІН

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Анотація. У статті розкрито проблему гендерної ідентичності особистості як соціально-педагогічного явища, закономірності її становлення у дитини у контексті вікових особливостей, структурного включення до сімейної ідентичності, бінарної дії стереотипів та інновацій сучасного сімейного виховання, набуття знань і життєвого досвіду у самоідентифікації з питань статі, співвіднесення в особливостях виконання гендерних ролей та як результат ідентифікації особистості, обумовлений комунікативно-інформаційними процесами, дилемами самовизначення, впливом батьків і ЗМІ, загальною зміною соціокультурної ситуації. Розкрито стандартизовані уявлення про чоловіче і жіноче в українському суспільстві, вибудованих за принципом «опозиції».

Уточнено класифікацію гендерних стереотипів (загальні стереотипи, стереотипи-приписи, стереотипи-забобони, заборонні стереотипи, каральні стереотипи). Визначено основні механізми формування гендерної ідентифікації дитини у сімейному вихованні: співбуття у єдиному сімейному середовищі; спостереження за виконанням гендерних ролей батьками; батьківські настанови; емоційні переживання щодо кожного із членів родини як представників певної статі; власний досвід дитини спілкування і взаємодії з кожним із батьків та емоційне до нього ставлення; самопізнання; батьківське стимулювання до «правильних» орієнтирів дитини; розширення світогляду дитини через поглиблення і набуття нових знань про неї, її рід; ігрова діяльність; рольова діяльність; інформаційний вплив). Актуалізовано колізії ідентичності особистості, які загострюються в умовах сучасних глобалізаційних процесів.

Ключові слова: гендерна ідентичність особистості; ідентифікація; сімейне виховання; гендерне виховання; гендерні стереотипи; соціальні інновації.

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