PSYCHOLOGICAL FEATURES OF GENDER INDEPENDENCE OF ADOLESCENTS IN THE CONDITIONS OF SOCIAL TRANSFORMATIONS

Abstract. The article reveals the psychological features of gender independence of teenagers in the conditions of social transformations. It is noted that the gender independence of a teenager is a complex psychological formation that is decisive in the formation of a growing personality, in the context of which it has a significant impact on its self-determination, self-realization and self-affirmation in the socio-cultural space, on the development of sexual self-awareness and the formation of the image of "I". The formation of gender independence occurs most intensively in adolescence, which is sensitive to the development of self-awareness, characterized by such a specific neoplasm as a sense of adulthood, determined by the intensive formation of moral beliefs and principles, the need for self-assertion, manifestations of active interest in one's own inner world, restructuring of one's attitude towards oneself and others.

Girls declare the need to preserve and improve the well-being of loved ones, point to the importance of personal success and social status, but these values are hardly manifested in real behavior. The values of conformity and kindness, which they consider sufficiently significant, do not find proper expression in the actual behavior of boys. Conversely, the value "stimulation" is not very important from the point of view of normative ideals of boys, but in their behavior it occupies a significantly more significant place.

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relations, harmony and stability of relations, personal success and as a consequence - social approval, values of friendship, love, responsibility. And the value structure of boys and girls, in accordance with the desire for independent behavior, at the level of individual priorities, is somewhat similar.

Keywords: teenagers, value orientations, gender independence, educational environment, meaningful sphere of personality, social transformations.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ГЕНДЕРНОЇ САМОСТІЙНОСТІ ПІДЛІТКІВ В УМОВАХ СУСПІЛЬНИХ ТРАНСФОРМАЦІЙ

Анотація. У статті розкрито психологічні особливості гендерної самостійності підлітків в умовах суспільних трансформацій. Зазначено, що гендерна самостійність підлітка як складним психологічним утворенням, яке є визначальним у становленні зростаючої особистості, в контексті чого здійснює значний вплив на її самовизначення, самореалізацію та самостереження в соціокультурному просторі, на розвиток статевої самосвідомості та формування образу «Я». Становлення гендерної самостійності найінтенсивніше відбувається у підлітковому віці, який є сензитивним для розвитку самосвідомості, характеризується таким специфічним новоутворенням, як почуття дорослості, визначається інтенсивним формуванням моральних переконань та принципів, потребою в самостереженні, проявами активного інтересу до власного внутрішнього світу, перебудовою свого ставлення до самого себе та до оточуючих. Дівчата декларують необхідність збереження й підвищення благополуччя близьких людей, вказують на значущість особистого успіху і соціального статусу, але у реальній поведінці ці цінності майже не проявляються. Не знаходять належного вираження у реальній поведінці
хлопців цінності конформності та доброти, які вони вважають достатньо значущими. І навпаки, цінність «стимуляція» є не дуже важливою з точки зору нормативних ідеалів хлопців, але у їх поведінці вона займає достовірно більш значне місце.

Структура нормативних цінностей підлітків є схожою у дівчат і юнаків та визначається перевагою цінностей безпеки, гармонії та стабільності відносин, гармонії та стабільності відносин, особистого успіху ж як слідство – соціального ухвалення, цінностей дружби, любові, відповідальності. А структура цінностей хлопців та дівчат, у відповідності до прагнення самостійності поведінки, на рівні індивідуальних пріоритетів є певною мірою схожою.

Ключові слова: підлітки, ціннісні орієнтації, гендерна самостійність, освітнє середовище, смислова сфера особистості, суспільні трансформації.

Formulation of the problem. Social transformations taking place in our country contribute to increased attention to the problem of gender characteristics of the individual. At the same time, any manifestations of a person as a social subject depend to a large extent on his attitude towards himself and self-esteem. In psychological science, the fact that belonging to a certain gender is one of the significant parameters of an individual's assessment of himself and others is generally recognized. At the same time, adolescent independence, as a psychological phenomenon, was studied in domestic psychology mainly without taking into account the gender-age factor.

Analysis of recent research and publications. In psychology, the problem of adolescent independence was considered mainly within two directions: as a system of self-assessment of an individual (S. Coopersmith, J. Marvel, K. Rogers, M. Rosenberg, L. Wales, R. Shavelzon, etc.) and in the context of the development of the concept of self-awareness personalities (A. Bodalov, L. Vygotskyi, I. Kon, V. Myasishchev, V. Stolin, I. Chesnokova, etc.). In particular, the scientists studied the gender independence of adolescents as a component of self-awareness of young people and their influence on their own self-esteem in terms of the formation of emotional and value attitudes towards themselves and others.

The semantic sphere of the personality is an important semantic regulator of the independence of a person's behavior and activity, which determines the life perspective, the vector of personality development, acts as the most important source and mechanism of behavior, connects the personality and the social environment into a single entity. The essence of the meaningful sphere of personality, its structure and development are quite well defined by domestic psychologists (K. Abulkhanova Slavska, B. Ananiev, B. Bratus, Yu. Vasilyeva, F. Vasylyuk, O. Leontiev, D. Leontiev, A. Siriy, V. Yadov, M. Yanitsky, etc.), as well as foreign ones (A. Maslow, M. Rokich, V. Frankl, S. Schwartz, etc.). In the works of these and other researchers, it is shown that the system of values of adolescents plays a
leading role in the process of the formation of individual independence, which is the main basis for ensuring the stability, certainty and predictability of actions and behavior in general, which also helps in their adaptation to certain changes in life [1–5].

The purpose of the article is to substantiate the psychological features of gender independence of teenagers in the conditions of transformation of the social space.

Presenting main material. The concept of independence can serve as a source of self-improvement, as it encourages personal reflection and promotes the development of positive qualities. However, most studies consider independence as accompanied by feelings of abandonment, alienation and disobedience in the educational environment, when a person is not involved in social life and communication. However, the sense of independence not only provides communication in the social environment, but also affects the adaptation, mental health and personal changes of the students of education.

In order to fully analyze the gender aspects of the formation of gender independence of adolescents, it will be appropriate to consider approaches to the interpretation of the concept of "independence" in psychological science. The problem of the formation of gender independence of adolescents in psychology is considered in the context of the study of personality by both domestic and foreign researchers, but there is no unity in the interpretation of the content of this concept.

To describe the independence of adolescents in the psychological literature, such concepts as generalized self-esteem (U. James, R. Burn, S. Coopersmith, M. Rosenberg), self-respect, self-acceptance (I. Kohn, K. Rogers), emotional value attitude towards oneself, self-attitude are used (N. Sarzhveladze, V. Stolin, S. Panteleev), autosympathy, self-confidence, self-satisfaction, sense of self-worth, self-worth, etc. The most used among them are generalized self-esteem, self-esteem, self-attitude [3, 4].

Gender (English gender - "sex", from Latin genus - "kind") is a socio-psychological characteristic through the prism of which the concepts of "man" and "woman" are interpreted; these are the psychosocial, sociocultural roles of men and women as individuals [1, 3].

Gender identity is the basic structure of social identity, which characterizes a person from the point of view of his belonging to a male or female group, while the most significant is how a person defines himself [2, 3].

Independence as a personality trait is a hypothetical basic disposition or characteristic of an individual that can be used to explain the consistency and consistency of his behavior. During adolescence, changes occur in the adolescent at the morphological level, which are associated with the restructuring of the adolescent's body - puberty [1, 4, 5].

Adolescence is the most difficult and difficult of all childhood periods of personality formation and development. It is characterized by the presence of
various psychological problems, difficulties and crises (L. Vygotsky, B. Elkonin, A. Rean, D. Feldstein, etc.).

In modern psychology, it is customary to distinguish 4 main sex-role types [2, 4]:
- androgynous type – a combination of high indicators of masculinity and femininity in one individual;
- masculine type – a high indicator of the expression of male traits and qualities (masculinity) with a minimal presence of female (feminine) ones;
- undifferentiated type - low combination of indicators of masculinity and femininity in one individual;
- feminine type – a high indicator of female (feminine) characteristics with a minimal representation of male (masculine) traits and qualities.

57 students of the 10th - 11th grades of the "Turbivsky ZZSO I - III degrees #2 of the Turbiv settlement council of the Vinnytsia district of the Vinnytsia region" took part in the study, including 27 students of the 11th grade and 30 students of the 10th grade. By gender, 28 boys and 39 girls aged 15-16 years were involved in the study. The study was conducted in February 2023, in conditions of mixed learning (distance form / face-to-face form) during the war with the Russian Federation, which affected the organization of the study (duration, need for additional lighting, presence of an alarm horn, quality of students' answers).

With the help of the "masculinity-femininity" method by S. Bem, the psychological gender of the subjects was determined. The results are presented in Table 1. Further study of the gender characteristics of the personality traits of teenagers was carried out using the modified "Semantic Differential" technique. The following criteria were used to characterize and analyze the qualitative content of gender-role identification: masculinity, femininity, androgyny.

<table>
<thead>
<tr>
<th>Adolescents</th>
<th>&quot;masculinity-femininity&quot; scale</th>
<th>Androgyny (%)</th>
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<tbody>
<tr>
<td>Girls</td>
<td>13</td>
<td>57</td>
</tr>
<tr>
<td>Guys</td>
<td>54</td>
<td>9</td>
</tr>
</tbody>
</table>

A comparative analysis of the research results makes it possible to say that the identified complex of individual psychological qualities corresponds to the information available in the literature about gender stereotypes about men and women. The distribution of girls and boys according to the manifestation of social gender showed that girls with masculine features are more common than boys with pronounced feminine features. It should be noted that pronounced signs of the androgynous type in groups of girls and boys occur with almost the same frequency.

Both boys and girls include such things as independence, dominance, aggressiveness, propensity to take risks, self-confidence, courage, perseverance, determination, courage, restraint, and strength as typical male traits. Both boys and
girls include such things as sensitivity, tenderness, spontaneity, openness, the ability to sympathize, empathy, impulsiveness, and irritability to typically female traits. Both boys and girls include such things as optimism, honesty, a good organizer, kindness, and spirituality as androgynous traits.

Gender specificities in the structure of meaningful life orientations depending on the level of psychological well-being were also revealed. Thus, with an increase in the level of subjective well-being, productivity and life satisfaction increase in girls, while control over one's life and confidence in the fact that a person creates his own life increases in boys. Whereas, with a decrease in the feeling of well-being, these indicators decrease in both boys and girls.

High indicators on the failure scale (In) are three times higher in girls (16.7%) than in boys (5.8%), indicating subjective control of negative events or situations, which is manifested in a tendency to self-blame and responsibility for actions and independent manifestation of actions. The higher level of internality in girls can be explained, in our opinion, by the presence of anxiety, emotional instability, and a tendency to experiences characteristic of older adolescence. The average level was found in 45% of girls and 41.7% of boys, low - in 38.3 and 52.5, respectively, which indicates a significantly higher externality of boys (Table 2).

<table>
<thead>
<tr>
<th>Adolescents</th>
<th>Levels of internality</th>
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<tr>
<td>Girls</td>
<td>High, %</td>
</tr>
<tr>
<td></td>
<td>16,7</td>
</tr>
<tr>
<td>Guys</td>
<td>5,8</td>
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In the field of industrial relations (education) (Iv), which is relevant for teenagers, indicators of a high level of internality are slightly higher in girls (15.8%), compared to boys (10.8%), and show the importance of this area for both sexes under investigation. who consider their own actions to be an important factor in the organization of educational activities, school life and the group of classmates. The revealed average level of internality in 54.2% of girls and 49.2% of boys indicates the desire of both sexes to share responsibility for their own successes and failures in educational activities between themselves and others, to explain them with certain circumstances or situations. A low level was found in 30% of girls and 40% of boys, who are characterized by externality (Table 3).

<table>
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<tr>
<td>Girls</td>
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<td></td>
<td>15,8</td>
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<td>Guys</td>
<td>10,8</td>
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</tbody>
</table>
For adolescents who are at the stage of psychosocial development, the achievement of identity is characteristic, which causes confusion of roles, in the context of which it becomes difficult for them to acquire an identity. A teenager usually faces the task of combining everything he knows about himself, his identity as a boy or girl, son or daughter, student, friend, comrade, athlete, etc. An older teenager must gather all his roles into a single whole, think through and plan his future. It is primarily about achieving an integrated identity. If a child who has reached adolescence has successfully lived through his previous stages of development, the success of his psychosocial identification is ensured [3, 4].

Difficulties in identification are experienced by children with a formed mistrust of the world around them, insecure, passive, with a heightened sense of guilt, inferior, in such cases, older teenagers experience symptoms of "role confusion": an incomplete and fragmented idea of their identity and their place in life and the world around them. The verbal expression of possible development at this stage of life will be: "I know who I am and I want to make it obvious to the world because I am building my future adult life" or vice versa: "I do not know who I am and where I am going."

In the formation of gender independence of adolescents as the most important personal formation, the activity of the subject in mastering the cultural signs of gender (knowledge, ideas) and the process of gender construction at the individual level (as the realization of what has been learned) is of great importance, which is manifested in various interactions, effects of social representations and self-presentations (actions, statements, assessments, behavior patterns, etc.).

Further, in the study, the method of determining the life values of an individual (MUST-test) by N. Ivanov, O. Kolobova and the method of Sh. Schwartz for the study of individual values were used [2, 3, 5].

Analysis of the life values of adolescents prone to independent behavior using the MUST-test method showed that regardless of gender, material success (16.1 and 14.8) and a sense of satisfaction (14.9 and 14.1) are the most significant for the subjects. The desire for independence and autonomy is more pronounced in boys (23.1 vs. 8.9; p≤0.01), and the desire for safety and security (5.7 and 8.5; p≤0.01), health (3.5 and 7.0; p≤0.01), affection and love (6.4 and 11.3; p≤0.01) - for girls. Neither girls nor boys rate "service" as important values people", "rich spiritual and religious life", "freedom, openness and democracy in society", "richness of spiritual culture", the indicators for which were the lowest.

The structure of normative values (ideals) of teenagers, determined with the help of S. Schwartz's methodology, is similar in girls and boys and is determined by the preference of the values of safety, harmony and stability of relations, harmony and stability of relations, personal success and, as a consequence, social approval, values of friendship, love, responsibility. And the value structure of boys and girls, in accordance with the desire for independent behavior, at the level of individual priorities, is somewhat similar.
Regardless of gender, teenagers consider themselves to be similar to people whose motivational goals include the desire for safety and stability (society, relationships, and themselves), independence of thinking and choice of methods of action, desire for new things, including new experiences and sensations, desire for pleasure or sensual pleasures. At the same time, the desire for stimulation (5.6 and 3.9; p≤0.05), achievements (4.2 and 2.5; p≤0.05) and power (3.6 and 1.8; p ≤0.05) is significantly more pronounced in boys. There is a certain dissociation between the life values of teenagers and the desire for independent behavior.

In particular, girls declare the need to preserve and improve the well-being of loved ones, point to the importance of personal success and social status, but these values are hardly manifested in real behavior. The values of conformity and kindness, which they consider sufficiently significant, do not find proper expression in the actual behavior of boys. Conversely, the value "stimulation" is not very important from the point of view of normative ideals of boys, but it occupies a significantly more significant place in their behavior [2, 3].

Gender independence of a teenager as a complex psychological formation is decisive in the formation of a growing personality, exerts a significant influence on its self-determination, self-realization and self-affirmation in the socio-cultural space, on the development of sexual self-awareness and the formation of the image of "I". The formation of gender independence occurs most intensively in adolescence, which is sensitive to the development of self-awareness, characterized by such a specific neoplasm as a sense of adulthood, determined by the intensive formation of moral beliefs and principles, the need for self-assertion, manifestations of active interest in one's own inner world, restructuring of one's attitude towards oneself yourself and others.

Conclusion. Thus, there is a certain need to take into account in psycho-prophylactic and psycho-corrective work with adolescents with a desire for independent behavior regarding the regulation of gender characteristics of their life values. This specificity should be reflected in the main tasks, forms and methods of psycho-prophylactic work, which in turn should be carried out based on the activation of personal resources of young men and women [6].

The obtained scientifically based data on the specifics of internalization by girls and boys of the gender orientations of society, traditional and egalitarian values, the choice of sex-role behavior by adolescents made it possible to identify the peculiarities of the development of their gender independence and to determine the conditions of self-determination of adolescents in the modern educational environment. The analysis of the indicators of the development of the behavioral component of the gender identity of adolescents shows that the average level of general internality as a measure of subjectivity in gender self-determination, the ability to interact with partners and personal space is characteristic for most of the researched.
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