

PERSONALIZATION OF STUDENTS' GENDER EXPECTATION

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INTRODUCTION

Gender as a systemforming sign of personal acquiring of identity is an important factor of boys' and girls' national understanding of life, their egalitarian realization. Gender identity within the youth psychology is most significant in the context of personal identification and socio-psychological mechanisms of gender socialization, because on the one hand, it is characterized through the spontaneous learning of gender norms, and on the other hand, through a conscious choice. Gender relations characterize the degree of democracy in a society, as they determine the division of roles in the political, socio-economic and professional lives.

The overall goal of the new Strategy is to achieve the effective realization of gender equality and to empower women and men in the Council of Europe member States, by supporting the implementation of existing instruments and strengthening the Council of Europe acquires in the field of gender equality, under the guidance of the Gender Equality Commission (GEC). The focus for the period 2018–2023 will be on six strategic areas: 1) to prevent and combat gender stereotypes and sexism; 2) to prevent and combat violence against women and domestic violence; 3) to ensure the equal access of women to justice; 4) to achieve a balanced participation of women and men in political and public decision-making; 5) to protect the rights of migrant, refugee, and asylum-seeking women and girls; 6) to achieve gender mainstreaming in all policies and measures¹.

A gender misbalance, vertical-horizontal stratification is typical for Ukraine. Gender asymmetry is observed in the “masculinization” and “feminization” of students' society, which can be explained by the one-sided gender socialization of children and youth, a psychological pressure expressed by society, that imposes sexual stereotypes, the activation of anti-

¹ Council of Europe Gender equality strategy 2018–2023. URL: <https://my.su/fhquib>.

gender movements, the false spread of information online, at schools, in the streets about the gender equality. It leads to the denial of the principles of equality between women and men by the gender politics especially in Ukraine. It proves the necessity to improve national gender policy and develop informational and educational spheres.

The concept of our study is based on the understanding of gender identity as an important personal formation in the structure of sexual consciousness, which manifests itself in different interactions and attitudes. Masculinity and femininity as personal characteristics serve as basic categories in the analysis of development of gender-determined “I”. Gender orientations (traditional or egalitarian) are an important indicator of personal self-determination. Methodological approaches to the empirical study of the development of gender identity of grade-schooler were based on the developed by us principle of psychological model in the context of the traditional (gender-differentiated) and personal-development (egalitarian) paradigm².

The author’s model is based on understanding “gender identity” as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual’s attributes are the basic categories in the analysis of sex-role “I” formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual’s self-identification.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels; behaviour differentiation based on individual’s sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and “hidden” discrimination, gender stereotypes, etc.

Practical application of the model provides a possibility to assume that:

– the phenomenon “gender identification” is a universal mechanism of integration and differentiation of various identifications in the individual’s development ontogeny. This mechanism functions as an

² Кікінежді О. М. Гендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

individual's values and sense self-identification with representatives of the same sex, with the behaviour and performance of social and family roles typical of this group of people;

– sex-role identification is an index of personal maturity, a result of universalization and individualization of human values, equality, democracy, and humanism.

The young age is connected with gender self-determination, establishment of the gender role fitting behavior and stable image of the “I” of men/women. According to E. Erickson, this age period is characterized by “identity crisis”, diffusion (confusion of roles), the image of “I” with a disorder of identity, which is expressed in diffidence, uncertainty of attitudes to life values, including gender orientations³. Uncertainty and indecision in gender identity is dangerous because it can hamper identity development.

The goal of this research is to determine gender perceptions among the student youth, specific gender attitudes in the self-concept, beliefs about traditional and egalitarian gender roles, and construction of the real and ideal self.

The task of the research are:

1. To establish peculiarities of gender identification and its influence on life choices in young adulthood;

2. To illuminate the determining factors and conditions of the self-determination of young men and women.

3. Analysis of the universities in gender discourse of public policy.

The methods for determining gender orientations in the self-concept included the following surveys: ego-identification (D. Marcia), masculine-feminine behavior (S. Bem)⁴, goal determination and goal pursuit (M. Rokich)⁵, interpersonal attraction (T. Leary), and narratives “Me in 20 years”, “Who Am I” (M. Kun, McPartland).

200 students 18–23 years old (1–3 educational years) of Ternopil Volodymyr Hnatiuk National Pedagogical University participated in the research; men comprised 38% of the sample.

³ Erikson E. N. The Problem of Identity. *American Psychoanalytic Association*. 1956. V. 4. P. 56–121.

⁴ Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology*. 1975. No. 31. P. 634–643.

⁵ Rokich M. Beliefs attitudes and values. San Francisco : Jossey-Bass, 1968.

Our hypothesis was that the student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding upon their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis.

1. The results of empirical research

The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than women see themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men are more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature. The results of content-analysis of the narrative “Who Am I” show the dominating gender roles in private family and public professional spheres of young men and women (Fig. 1).

As the cluster analysis shows, gender belonging is shown through personal qualities. We initially selected two large clusters. The first one determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the I in the samples of both sexes. At the same time the statistically meaningful (Student’s t-criterion) differences were found in such subjective descriptions as the physical I ($t=-3,74$ at $p=0,0004$), emotional sensitivity ($t=2,17$ at $p=0,03$), confidence in oneself ($t=-2,56$ at $p=0,01$) and ability for self-expression ($t=3,59$ at $p=0,00$).

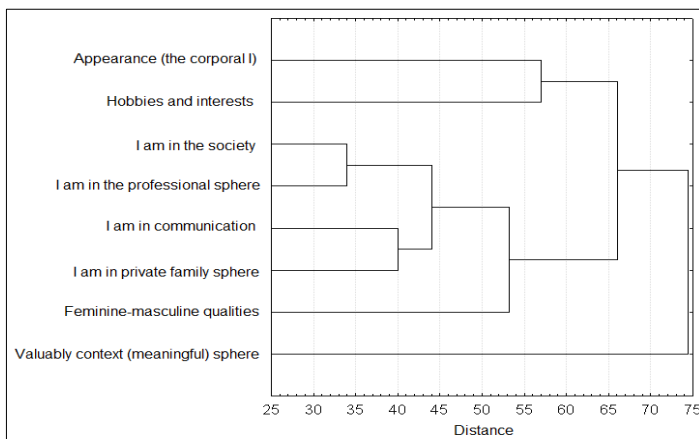


Fig. 1. Cluster analysis of the narratives «Who Am I»

Table 1

Average statistical levels of self-descriptive thoughts of young men and women in “Who Am I” narratives

<i>Characteristics of self-description</i>	<i>Mean M</i>	<i>Mean F</i>	<i>t-value</i>	<i>df</i>	<i>P</i>
Appearance (physical I)	0,33	1,43	-3,74	48	0,000488
I am in the society	0,67	0,65	0,04	48	0,97
Feminine-masculine qualities	0,85	0,74	0,42	48	0,68
Interpersonal roles	0,67	0,83	-0,67	48	0,50
I am in the professional sphere	0,11	0,26	-1,21	48	0,23
Hobbies and interests	1,26	0,91	0,96	48	0,34
Valuable context (meaningful) sphere	0,89	1,04	-0,36	48	0,72
Emotional characteristics “positive”	3,26	4,83	-2,17	48	0,03
Emotional characteristics “negative”	0,44	1,43	-1,93	48	0,06
Emotional support of others (ability for emotional sharing)	0,59	0,91	-1,13	48	0,27
Confidence in oneself	0,22	0,78	-2,56	48	0,01
Successes in realization family roles	0,74	1,00	-0,63	48	0,53
Ability for self-opening	8,48	4,39	3,59	48	0,00
Individuality	0,80	1,17	-1,50	48	0,14
Belonging to the group (identified “We”)	0,55	0,68	-0,83	48	0,41

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another gender difference in the image of the I is emotional sensitivity (4,86 for young women : 3,26 for young men) that is represented in higher meaningfulness of emotional sphere for personal self-determination of young women. We explain that gender differences with different level of adaptation of young men and women to the new social roles of a student and a future professional. Young women acquire more confidence in themselves, and that, in our opinion, is influenced by a) young women's higher social activity; b) fewer gender expectations in relation to young women's social roles and considerably more expectations in relation to the realization of masculine roles by young men. In this age male students begin to feel the pressure of gender stereotypes of a breadwinner, protector etc. while having few possibilities for financial self-realization. The gender difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women. The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women (table 2).

Table 2

**The meaningfulness of the spheres of self-determination
in female and male samples**

<i>Characteristics of self-description</i>	<i>Arithm. mean I am today</i>	<i>Arithm. mean I am tomorrow</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
1	2	3	4	5	6
Appearance (physical I)	0,27	0,60	-0,84	25	0,41
I am in the society	0,64	0,80	-0,29	25	0,77
Feminine-masculine qualities	0,95	0,40	1,25	25	0,22
Interpersonal roles	0,68	0,60	0,22	25	0,83
I am in the professional sphere	0,05	0,40	-2,44	25	0,02
Hobbies and interests	1,36	0,80	0,84	25	0,41
Valuable context (meaningful) sphere	0,86	1,00	-0,24	25	0,81
Emotional characteristics "positive"	3,27	3,20	0,07	25	0,95

Continuation of Table 2

Emotional characteristics “negative”	0,55	0,00	1,19	25	0,25
Emotional support of others (ability for the emotional sharing)	0,55	0,80	-0,52	25	0,61
Confidence in oneself	0,23	0,20	0,11	25	0,92
Successes in realization family roles	0,64	1,20	-1,22	25	0,24
Ability for self-opening	8,05	10,40	-1,12	25	0,27
Individuality	0,82	0,70	0,28	25	0,78
Belonging to the group (identified “We”)	0,50	0,75	-0,91	25	0,37

In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image “I am today” the meaningfulness of professional sphere for young men is lower in comparison with the image “I am in future”. At the same time, in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-characteristics presented by young men and women in narratives “Me in 20 years”. The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, “faithful”, “beautiful”, “tidy”, “thoughtful”, “tolerant”, “tactful”, “complaisant”. The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example, “negative”, “fickle”, “bad hostess”, “has bad habits related to alcohol and smoking”. It is not surprising that 94 per cent of young people think that the image of an ideal woman has to have traditional nature, and 95 per cent consider that the image of a real man must be of traditional nature, too.

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40 percent of young men consider that professional employment of a wife is possible, but not obligatory, and only on the

condition of “a good job”, “that she is able to devote more time to her family and children”.

Table 3

**The meaningfulness of the spheres of self-determination
in female and male samples**

<i>Characteristics of self-description</i>	<i>Mean male</i>	<i>Mean female</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Appearance (physical I)	2,00	1,00	1,99	21	0,06
I am in the society	0,10	1,08	-1,83	21	0,08
Feminine-masculine qualities	0,80	0,69	0,25	21	0,81
Interpersonal roles	0,70	0,92	-0,56	21	0,58
I am in the professional sphere	0,30	0,23	0,30	21	0,77
Hobbies and interests	1,10	0,77	0,67	21	0,51
Valuable context (meaningful sphere)	0,70	1,31	-0,78	21	0,45
Emotional characteristics “positive”	5,20	4,54	0,51	21	0,61
Emotional characteristics “negative”	1,80	1,15	0,61	21	0,55
Emotional support of others (ability for emotional sharing)	0,60	1,15	-1,28	21	0,21
Confidence in oneself	1,10	0,54	1,36	21	0,19
Successes in realization family roles	1,20	0,85	0,44	21	0,67
Ability for self-opening	2,60	5,77	-2,23	21	0,04
Individuality	1,55	0,88	1,72	21	0,10
Belonging to the group (identified “We”)	0,58	0,77	-0,72	21	0,48

Similar options are traced in the narratives by young women when they describe their future: “I am cheerful and tidy as I meet my husband when he comes from work. I gave lessons of English to my children, took them to the pool, and while they were there, I visited the fitness center”, “I still have lender body and look young. I have time to take care of myself, visit a beauty salon”; “My wife brings me coffee in bed. She has time for sports and to take care of all family members”.

In the research we were interested in the dynamics between professional and private spheres for young men and women In the

picture of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree (Fig. 2), while young women show greater dependence on the domestic sphere (Fig.3).

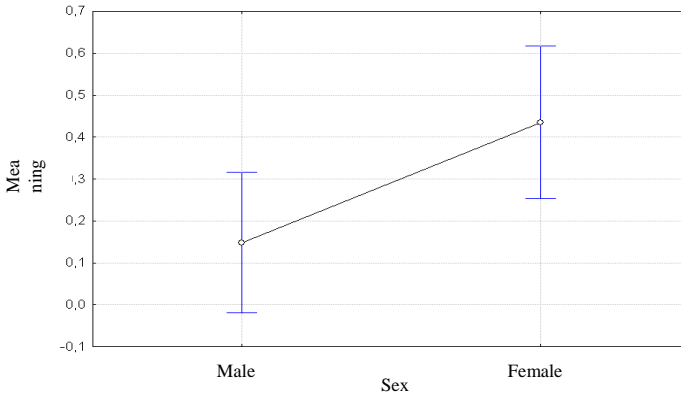


Fig. 2. Differences between the sexes in professional activity

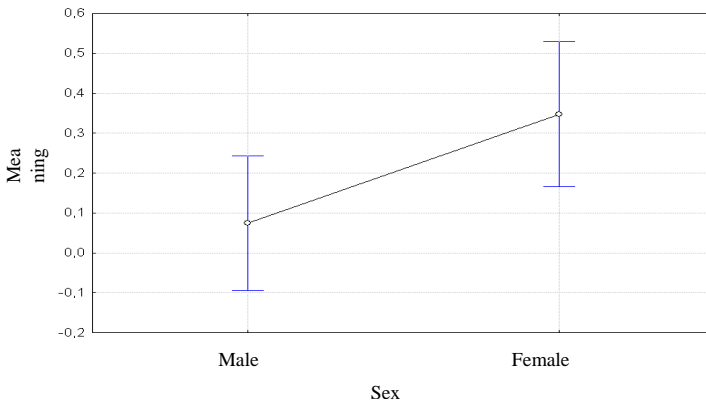


Fig. 3. Influence of gender on the professional activity

Both in the I-present and in the I-future, the dominant tendency is professional activity for young men and domestic activity for young women.

The general sample was 170 respondents – 86 young women and 84 young men aged 18-21 enrolled in a pedagogical university. The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is foled $r=-0,95$ ($p=0,0001$).

Majority of males in the sample agreed with the following statements: “there are a lot of words and phrases that cannot be pronounced by women but they are allowed to be spoken by men” and “women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men”. The students are aware of the myth of the “weaker sex “to be a subject to psychical disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement “Women are too sensitive to become good surgeons”. The apotheosis of traditional opinions of young men was their rejection of the professional suitability of women for various types of activities: “Women must recognize their intellectual narrow-mindedness in comparison to men”. Young women showed more egalitarian views than men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with the following statements: “A modern woman is obliged to care about her figure no more than her husband cares about his” and “Youth and beauty of a woman are the main guaranty of her happiness”.

The analysis of results of the questionnaire based on M. Jenkins⁶ method showed that most young men and women share traditional (patriarchal) values to some degree. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on egalitarian relations in the domestic sphere, in sex behaviour, marriage and pre-marital behaviour. Traditional views of young men refer to the social and politic legislative sphere. Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in Fig.4.

⁶ Говорун Т. В., Кікінежді О. М. Гендерна психологія : навчальний посібник для студентів вищих навчальних закладів. Київ : Видавничий центр «Академія», 2004. С. 34–35.

Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the concerning domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.

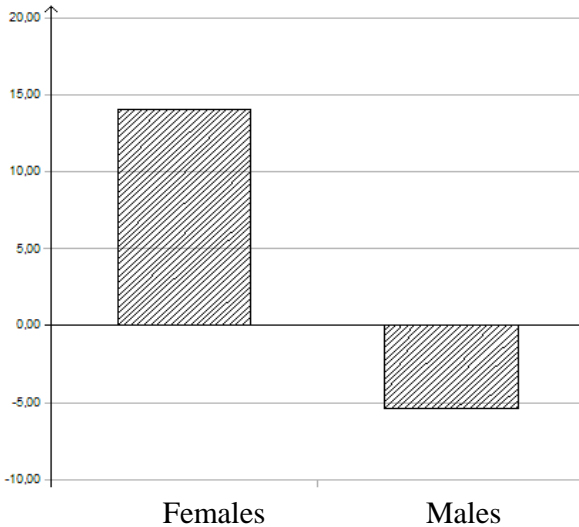


Fig. 4. Bipolarity of the division of gender orientations of student youth in sex selections

2. Gender mainstreaming

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. Therefore, the project «Gender mainstreaming in higher educational establishments of Ukraine» and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies

in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The current regulatory framework of higher education in Ukraine and statistical indicators give reasons to consider higher education, de jure, with minimal manifestations of gender inequality. However, de facto, there is a gender asymmetry.

The procedure of gender audit is a tool and a process based on the methodology of participation and is aimed at providing training on gender sensitivity at the individual level and at the level of the institution's administration. The gender audit is essentially a «social audit» and belongs to the category of «quality checks» that distinguishes it from traditional «financial audits». The audit creates the preconditions for the identification of the key gaps and the problems, recommends solutions to them, suggests possible improvements and innovations. The gender audit is an opportunity to demonstrate best practices for achieving gender equality. The gender audit increases the collective capacity of the organization and provides an opportunity to identify strengths and weaknesses in promoting gender equality. It monitors and evaluates the progress made in gender issues, helps to organize initiatives aimed at achieving gender equality, implements training of staff on gender issues through teamwork and information sharing. An important part of a gender audit is to develop recommendations based on its results, the list of which corresponds to the specific embodiment of gender mainstreaming in the University environment.

The goal of gender audits (G. A.) is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students)⁷.

The tasks of G. A. are:

1. Explore the availability of gender resources in the system of equality – inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of

⁷ Kikinezhdii O. M., Kiz O. B. Gender-educational technologies of the accompaniment of the egalitarian socialization of Ukrainian youth. *Challenges and prospects for the development of social sciences in Ukraine and EU countries: comparative analysis* : collective monograph. Riga : Izdevniecība "Baltija Publishing", 2019. P. 132–148.

assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university's experience for implementation of complex gender approach;

2. Determine, whether personnel policies of the university is gender-sensitive in general and in specific substructures;

3. Determine the correlation of men and women on different management ranks and level of feminization and masculinization of faculties and specialties;

4. To conduct a qualitative analysis of statistical indicators of gender equality with their further interpretation;

5. Spread of information about methods, rules and attitudes to gender problems of students and professors of universities, their views and installings in the system of democratic or patriarchal coordinates;

6. Outline the problem sphere of deepening the gender studies in the academic field and define general guidelines for implementation of gender components in higher school.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women.

Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., that is a confirmation of existing phenomena of «glass ceiling», «dual employment», in inferiority position of female faculty. The gender imbalance is manifested in «masculinization» and «feminization» of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students' sample is directly divided into traditionally «female» and «male» that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys).

The practice of carrying out a gender audit has become an effective factor of motivating the administration of the university to implement gender policies at our institution. We believe that the considerable factor of effective spreading of gender education technologies is a partnership of students and faculty in realization of socially important projects at different levels. It is the scientific project of the Centre of Gender Studies TNPU-Ukrainian National Academy of Pedagogical Science «Implementation of the gender approach into educational space «educational institution – family – community» in the context of European model of democracy»; Common social project with Municipal Enterprise «Ternopilelectrotrans» – «The Trolleybus of Happiness» (under the auspices of the Mayor within the project «Make your Town Better»); The educational program with «Tempus» assistance «Education for Leadership, Intelligence and Talent Encouraging», establishing the Centre of Leadership at university; The extension of gender sensitive practices on different levels of education: elementary school – secondary school – institution of higher education – conducting gender expertise of elementary school textbooks and periodicals for children, description of a phenomenon of «hidden curriculum».

The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as «acquired helplessness», «fear of success», «glass ceiling» etc.), description and analysis;

designing child abuse prevention programs and antidiscriminatory practice in children subculture and pedagogical interaction, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The realization of the project «Gender mainstreaming in higher educational establishments of Ukraine» has proved the effectiveness of conducting a gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges – providing national mechanism of the state gender politics.

3. Gender competence

Gender competence ensures the success in both spheres – autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc. Gender competence may be named as “key competence”, because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life⁸.

The formation of gender-equitable environment on the basis of “partnership pedagogy” and gender “matrix” of humanistic pedagogical heritage, integration of competent, personally oriented and gender

⁸ Dominique S. R. Key Competencies for a Successful Life and Well-Funktional Society. Germany : Hogrefeand Huber Publishes, 2003. P. 4–5.

approaches will help into formation of gender culture and the egalitarian outlook of youth (gender competence, sensitivity, tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian life-realization of girls and boys in the sphere of national being.

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of youth are developed and tested; the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; Student’s research works are presented at the Ukrainian competition on the topic “Gender Studies”.

CONCLUSIONS

The present research shows that young women are more oriented on the egalitarian relations, whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behaviour and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in G. Marcia's test and the androgenic models of gender role behaviour in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most of them are males), which demonstrate the sex-determined behaviour, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sexes showed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in M. Jenkins and S. Bem's questionnaires) show the signs of destruction of bipolar gender orientations of student youth. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

A gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view.

Though self-presentations of professional communicational skills by female students are maintained by assertiveness and other traditional masculine features, they prefer to demonstrate feminine features escaping to be androgynous because of phobia of losing femininity as the most respected value of the opposite sex. In assessing the life of a woman. Girl-students show liberal options more often, they support the equal division of roles in a family, they want equal rights and possibilities for personal self-realization. These tendencies allow to state

the growth of subject feminine potential, outline the psychological prospects of future life creativity of girls-students as the challenge for the traditional stereotypes.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities.

The future directions of our research are experimentally investigate the content, structure, and peculiarities of the functioning of educational environment in university through developing the indicators and principles of non-discrimination education, which is the social and psychological determinant of the formation of an egalitarian personality, broadening the cultural and creative mental space of all participants of pedagogical interaction on the basis of European democratic values – freedom, respect human rights, dignity, justice, tolerance, in order to “Living Together As Equals in Dignity” (“White Paper on Intercultural Dialogue”), join to globalized “We” and at the same time save original life-space, feeling own national» I” (M. Popovych)⁹.

SUMMARY

The empirical study of the personalization of students` gender expectation has been presented in the article. The formation of the personified image “I” as the construct of masculine, feminine and androgyny in the context of humanistic, genetic and cognitive psychology; and in accordance with the author’s model of sex-role identification of personality has been analyzed. It has been founded that the specificity of the development of gender identity of girls and boys 18-23 years old has to do with the gender differentiation of the structure of terminal and instrumental values, the different ratio of “Ideal I”/“Real

⁹ Попович М. В. Роль філософії у духовному розвитку людства. *Толерантність як соціогуманітарна проблема сучасності: матеріали III Міжнародної науково-теоретичної конференції (Житомир, 19–20 травня 2011 р.)*. Житомир: Вид-во ЖДУ ім. І. Франка, 2011. С. 16.

I” among representatives of both sexes, their correlation with strategies of gender behavior and subjective control.

The formation of the personified image of “I” as the construct of masculine, feminine and androgyny in the context of humanistic, genetic and cognitive psychology, and in accordance with the author’s model of sex-role identification of personality is analysed. The referential gender identity of girls and boys is strongly stereotyped. Gender identity appears in the generalized, systematized image of acquired sexual sex-role “I”; expanded by the significant influence of its deployment in the sphere of interpersonal relationships; conscious self-determination of girls and boys in the system of gender orientations. A gender audit.as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view.

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