

ИСТОРИЧЕСКАЯ РЕТРОСПЕКТИВА ГЕНДЕРНОЙ ПРОБЛЕМАТИКИ

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Аннотация. Рассматривая исторически гендерную проблематику женщины и мужчины, мы можем проследить индивидуальные различия и становление их в семейной и общественной жизни. Важным является понимание того, что гендерная проблематика носит исторический характер, который постоянно находится в процессе развития. Основной целью статьи выступает рассмотрение эволюции формирования гендерной проблематики в историко-философском процессе.

Ключевые слова: мужчина, женщина, равенство, гендер, семья, общество.

HISTORICAL RETROSPECTIVE GENDER

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Abstract. Considering the historically gender-sensitive women and men, we can trace individual differences and the formation of their family and social life. Important is the understanding that gender is historical, which is constantly in the process of development. Main goal of this article is the examination of the evolution of the formation of gender in historical and philosophical process.

Keywords: man, woman, equality, gender, family, society

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GENDER SPECIFICATION OF STUDENT'S FRUSRTATION TOLERANCE

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Abstract. The article highlights the issue of individual's psychological resistance. It clarifies the concept "psychological resistance" as individual's ability to analyze, to define critical stress situation aiming to modify its influence and to choose the way of overcoming. The article outlines prognostic criteria of psychological resistance that is frustration tolerance. It is interpreted as individual's ability to overcome life difficulties without losing psychological

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adaptation, in the bases of which there is the ability to judge the situation adequately and to predict the solution. The article shows the comparison of frustration tolerance degrees and student's gender concept types. It's proved that medium and high degree of frustration tolerance is typical for androgynous type of gender identity individuals.

Keywords: *frustration tolerance, androgyny, femininity, masculinity, gender concepts, gender identity, psychological resistance.*

Introduction. The problem of individual's ability to resist negative influences of life situations is one of the most actual problems nowadays under changing circumstances, crisis and transformations. Every individual behaves in critical situations differently depending upon one's psychological resistance. Psychological resistance allows people to overcome different life challenges, provides successfulness and efficiency of individual's activity, social relations, behavior, life and psychological well-doing. Hence psychological resistance is connected with social-psychological adaptation, stress resistance, coping. Investigation of factors, conditions which influence the individual's psychological stability formation is a problem of great importance. There are a lot of investigations that define the factors influencing the individual's psychological stability. But the issue of gender characteristics influence of individual's psychological stability in particular among youth isn't found out.

Purpose. Determining of gender specificity of youth's psychological resistance.

Results. Psychological resistance is defined as the ability to resist external influences following one's own purposes and goals [5, c. 58]; saving of psychical effective functioning in short-term or long-term stressful situation (Dushkov B., Koroliov A., Smirnov B.) [6], that in turn is the prerequisite for overcoming difficulties, active and faultless execution of tasks in stressful situation [2]; as relatively stable systemic but specific display of all psychological components that have certain focus, convey harmony of individual's connection with environment under certain circumstances [7]. Therefore psychological resistance appears as individual's ability to overcome life difficulties without losing psychological adaptation. Since this resistance can be viewed as an individual's internal characteristic that provides one's stability, adaptability under frustration and stressful influence of critical circumstances. American psychologist Suzan Kobasa examined optimistic focus; self-confidence; ability to control events; striving to check own strength as the principal psychological base. Resistance is interpreted as behavioral success (optimal and efficient repertoire of response), immediate style of attribution.

Social factors of psychological resistance that are defined in psychological research (B. Bernard, M. Gamezo, S. Luthar, D. Cicchetti, B. Becker, M. Bissonette, P. Brown):

- household – parents' care and support, encouragement, recognition of child's success respect and support of certain independence ;
- school – peers' and friends' support, teachers' great expectations, participating in making important collective decisions;
- social – social support, participating in social life [8].

Special attention of psychological research is paid to the analysis of individual's psychological resistance factors, in particular subjective significance of situation, focus, hierarchy of motivational settings, degree of individual's self-organization and self-regulation (Chudnovskiy V.), successful self-fulfillment (Variy M.), characterological peculiarities (Bogdanovych N.), social competence (keenness, communication, empathy, care sympathy, altruism, ability to forgive), ability to solve problems (ability to predict , ability to plan, flexibility, inventiveness, critical thinking), independence (internal locus of control, initiative, self-effectiveness, resistance, reflexivity), motivation to reach success (Bernard B.) [2; 8] are stated.

Summarizing opinions on the nature of psychological resistance, we examine this mental phenomenon as individual's ability to perceive, to define critical, stressful situation, aiming to reduce its influence and choose the way of overcoming. This interpretation of the notion "psychological resistance" allows us to talk about existence of certain individual's tolerance concerning critical situation. Tolerance is often taken for toleration that gives the concept completely different meaning. O. Asmolov examines semantic nature of tolerance as acquired resistance, resistance uncertainty, ethnical resistance, limit of resistance (persistence), resistance to stress, to conflict, to behavioral deviations. Therefore tolerance is interpreted as resistance to any influence, but not as toleration. Moreover this resistance provides activity, ability to proceed, co conquer, to overcome.

There is the degree of frustration tolerance as prognostic criteria of psychological resistance. Different approaches interpret frustration tolerance directly depending on their methodological positions. Two approaches can be defined concerning frustration tolerance interpretation. Speakers of the first one S. Rosenzwaig [10], N. Tarabrina, L. Mitina, J. Popyk and others interpret frustration tolerance within situational paradigm as individual's ability to overcome life difficulties without losing psychological adaptation, psychological resistance to frustrate factors in the basis of which there is the ability to evaluate the situation adequately and to foresee an outcome.

Soldatova G., Shajgerova L. and others interpret frustration tolerance from the point of dispositional approach and explain it as the system of positive directives, summation of individual's features, system of personal and sectional valuables [7]. Our research is centered on situational paradigm after that individual's behavior can be directed by situation but not by dispositions. Situation launches many automatic and stereotypical reactions and may become the tool to change not only behavior but also deep personal structures. That is the seeing of determination influence of situation on the individuals behavior allows to talk about formation of frustration tolerance capacity and psychological resistance. However we admit that frustration tolerance may be connected with individual's gender characteristics that acquire dispositional status exactly in adolescence.

We interpret gender characteristics as individual's features and qualities that determine one's behavior in different situations. They are: gender identity, individual's masculine and feminine features, stereotypes, directives that define sex common forms and behavioral models.

Gender identity is awareness of one's connection with sociocultural interpretation of masculinity and femininity; subjective individual's experience that is the result of interiorisation of gender models in the process of cooperation of Me and others. Masculine and feminine features are normative conceptions about somatic psychical features and behavioral features that are proper for men and women. There are three different concepts of "masculinity" (Kon I., 2001):

1. Masculinity as a descriptive category denotes complex of behavioral and psychical features objectively native to men unlike woman.

2. Masculinity as an ascriptive category denotes one of the elements symbolic culture of society, complex of social conceptions, directives about an individual and features imputed to him.

3. Masculinity as a prescriptive category is the system of instructions that imply not the average but the "perfect" real man, normative ideal [3]. Three meanings of concept "femininity" are excided similarly.

Gender stereotypes are standardized concepts about behavioral models and character traits concerning the ideas "masculine" and "feminine". Gender directives represent general knowledge about specificity gender role, emotional attitude (acceptance and non-acceptance) of behavioral models and forms within the role and readiness to behave according the role. Hence having considered gender individual's features is necessary to define interconnection between them and frustration tolerance. We use interpretation of gender

identity as bipolar construct that apprehend masculine-feminine type in our research.

We determined the following tasks for realization of certifying experiment.

- to investigate gender ideas of youth on the base of which the type of gender identity can be concluded;
- to define the individual's of different gender identity type frustration tolerance degree.

108 people (18-20 years) were examined, among them there were 47 young men and 61 ladies. All of them were the students of different departments of Carpathian National University named after V. Stefanyk. For solving problems of certifying experiment the following methods are chosen: S. Bem's questionnaire (Bem Sex Role Inventory) [1], designed on the base of self-esteem principle on the scales of femininity/masculinity allows isolation of four types gender identity characteristics: feminine, masculine, androgynous, undifferentiated. It would be important to find out how young people evaluate themselves in term of traditionally masculine and feminine features at self-estimation level. Are the standards of gender correspondence important for them or not? On the basis of such results the conclusion about gender concepts of investigated young people is drawn.

Sandra Bem considered androgynous type of characteristics the most successful because this type of individuals is different in mental welfare [1]. The first two types are characterized as inflexible, limited, stereotyped.

Using the method of drawing frustration by S. Rosenzwaig we found out gender specificity of different type life situation reactions that allowed to determine frustration tolerance degree by calculation of social adaptation.

As research results that are got by using questionnaire BSRI evidence androgynous concepts regardless of sex prevail among youth.

1. Gender concepts of young men and ladies, %

№	Sex	Gender concepts			
		androgynous	feminine	Masculine	undifferentiated
1.	Men	45	8	12	35
2.	Ladies	52	25	3	20

($p \leq 0,05$)

Androgynous concepts prevailing among ladies (52 %), and men (45 %) are typical in the research sample. Such results confirm S. Bem's research according to that one third of students have androgynous features. American investigator Jannet Shibly-Hyde [9], points out that

androgynous conception is a challenge to traditionally set views on masculinity-femininity and offers new behavioral means that are more efficient and adaptive. High percentage of androgynous type people among youth is explained by changes in mass consciousness. Destruction of traditionally set views on “masculine-feminine” images on behavioral models are conditions for reorientation of forming process of gender Me of a young human from the rigidly fixed model to the mixed sex-role model. In our opinion just existence of such model creates preconditions, possibilities of self-fulfillment in different areas of social life depending upon individual’s interests, desires, abilities. There are many (Bem S., Bendas N., Govorun T., Dolgich L., Zagraj L., Iljina E. and others), who prove the existence of negative influence on individual’s gender stereotype self-fulfillment.

Slight rate of investigated individuals has sex common features – young men 12 % masculine and ladies 25 % feminine features. Such qualities as determination, risk appetite, the ability to make quick decisions, trust on one’s own strength and others are mostly met in answers. Typical feminine features in investigated young people answers are warmth, heartiness, attractiveness, gentleness, compliance, devotion, credulity, femininity, loyalty. Received results allow us to conclude that girls are more inclined to realize features that are considered as feminine, sex typical.

Considerable part of investigated young men (35 %) and ladies (20 %) shows result that indicates undifferentiated type of gender concepts. From our point of view such index of undifferentiated type of gender identity individuals can be explained by peculiarities of youth gender identity development. Hence gender concepts vary this age gender stereotypes are being transformed and active process of gender identity formation is happening.

We define frustration tolerance on the basis of focus indexes and investigated young people’s types of reactions:

a) dominant type of response (E', I', M'), predominance of which represents individual’s inner tension degree that appears in frustration stressful situations. High indexes are found among affecting, prone to sympathy individuals;

b) self-defensive type of response (E, I, M) evidence about individual’s ability to restrain emotional stress. High indexes characterize weak, unconfident individuals who have difficulties in controlling their emotions and deeds aimed to defense their “Me”;

c) requirementally-persistent type of response (e, i, m) provides adequate self-dependent solution of the problem, searching of constructive options to solve the problem, taking responsibility for solving the problem.

2. Focus and types of young men's and ladies' frustration responses, %

Focus of response	Type of response		
	ОД	ЕД	NP
E	42	37	21
I	28	35	27
M	37	21	30

Under frustration circumstances extrapunitive responses ($E > M > I$) that are fixed on the barrier and self-defense ($OD > ED > NP$) ($p \leq 0,05$). As chart 2 shows dominant type of reaction concerning frustration situation (ОД) prevails in the sample of investigated young people. Least denoted requirementally-persistent type of response (NP). Moreover young people mostly apply extrapunitive ways of response (E, E', e), that are directed to someone or something that proves the absence of mature, constructive position concerning the problem situation.

Analyzes of investigated young people's frustration tolerance degree comparison and type of gender concepts are represented in the chart 3.

3. Classification of investigated individuals concerning frustration tolerance degree and type of gender concepts

Number of investigated concerning frustration tolerance degree	Number of investigated concerning the type of gender concepts									
	Androgynous		Feminine		Masculine		Undifferentiated		Total	
	N	%	N	%	N	%	N	%	N	%
High degree (CGR – $55 \pm 4,5$ %)	9	19	-	-	-	-	-	-	9	9
Medium degree (CGR – $45 \pm 3,5$ %)	39	81	3	19	7	35	14	58	63	58
Low degree (CGR – $32 \pm 4,6$ %)	-	-	11	68	13	65	10	42	34	31
Very low degree (CGR – $23 \pm 3,5$ %)	-	-	2	13	-	-	-	-	2	2
Total	48	100	16	100	20	100	24	100	108	100

Majority of investigated young people (58 %) show medium level of frustration tolerance, high degree (9 %) low degree (31 %), very low (2 %). Individuals with high degree show androgynous type of gender

identity. Medium degree of frustration tolerance is mostly observed among individuals with androgynous concepts (81 %) and with undifferentiated type of gender concepts (58 %). Medium degree of frustration tolerance among significant rate of individuals with undifferentiated concepts we interpret by absence of distinct polarization of features on the femininity-masculinity scale because the process of gender identity formation is taking place.

Low degree of frustration tolerance is defined among prevalent majority of investigated young people having sex-typed concepts – feminine 68 % masculine 65 %. Very low level of frustration tolerance is typical for 13 % of young people who have feminine concepts.

Therefore such results give the possibility to make preceding hypothesis that type of gender concepts and type of gender identity are mostly connected with the degree of frustration tolerance. Hence individuals with prevailing androgynous features have higher degree of psychological resistance than those who have feminine or masculine features of Me. The results don't deny those that other investigators has got that had proved that individuals with androgynous features are more adopted better conform to the rapidly changing situations so they are more able to formulate frustration tolerance of high degree.

Discussion. So received data confirm certain ratio between frustration tolerance degree and the type of gender concepts. Majority of youth have medium degree of frustration tolerance, especially individuals of androgynous gender concepts. The lowest frustration resistance is observed among individuals who have feminine or masculine features. A significant percentage of individuals with undifferentiated type of gender concepts indicate the process of becoming of gender identity in youth. Hence research perspective is investigation of gender characteristic formation of identity that would facilitate individual's psychological resistance.

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ГЕНДЕРНА СПЕЦИФІКА ТОЛЕРАНТНОСТІ СТУДЕНТІВ

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Анотація. *Висвітлено проблему психологічної опору особи. Дана проблема пояснює поняття «психологічна стійкість» як здатність людини аналізувати, визначати критичну ситуацію стресу, спрямовану на зміну її впливу та вибір шляху подолання.*

У статті висвітлюються прогностичні критерії психологічної резистентності, яка полягає у фрустраційній толерантності. Вона трактується як здатність особи подолати труднощі в житті, не втрачаючи психологічної адаптації, в основі якої лежить здатність адекватно судити про ситуацію та прогнозувати рішення. У статті показано порівняння ступенів розчарування толерантності та гендерних концепцій студента. Доведено, що середній та високий ступінь розладу толерантності характерний для андрогінного типу особистості гендерної ідентичності.

Ключові слова: *фрустраційна толерантність, андрогіна, жіночність, маскуліність, гендерні поняття, гендерна ідентичність, психологічна стійкість*

ГЕНДЕРНАЯ СПЕЦИФИКАЦИЯ ТОЛЕРАНТНОСТИ СТУДЕНТА

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Аннотация. Рассмотрена проблема психологического сопротивления личности. Эта проблема разъясняет понятие «психологическое сопротивление» как способность человека анализировать, определять критическую ситуацию стресса, направленную на изменение его влияния и выбор способа преодоления.

В статье излагаются прогностические критерии психологической резистентности, которые являются терпимостью к разочарованию. Его интерпретируют как способность человека преодолевать жизненные трудности, не теряя психологической адаптации, в основе которого лежит способность адекватно оценивать ситуацию и прогнозировать решение. В статье показано сравнение степеней толерантности расстройств и типов гендерных понятий учащихся. Доказано, что средняя и высокая степень толерантности к расстройству характерна для андрогинного типа индивидуумов гендерной идентичности.

Ключевые слова: фрустрационная толерантность, андрогиния, женственность, мужественность, гендерные концепции, гендерная идентичность, психологическая устойчивость

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ПРОБЛЕМА ГЕНДЕРНОЇ РІВНОСТІ В ПРЕМОДЕРНУ ДОБУ

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Анотація. У статті на основі праць видатних вітчизняних та зарубіжних мислителів відображено послідовність формування ідеї гендерної рівності у концепціях філософів доби премодерн. Показано, що предметом розгляду та аналізу є синкретизм і частково класична теорія патріархату та її вагомий вплив на ідею гендерної рівності. Акцентовано особливу увагу на загальні принципи філософської теорії, сформульовані ще у часи античності і наслідки впливу такої філософської традиції на формування нових філософських систем, що з'являються у Середньовіччі та в епоху Ренесансу.

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