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# Gender education of adolescent boys in general educational organizations

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## Abstract

The proposed article reveals the main scientific views on the problems of gender education at the level of general education institutions, in particular, at the regional level in the Republic of Tuva. The result of the experiment was the identification of three typological groups of students with different indicators of the level of masculine and feminine traits. As a conclusion, an educational factor, formed on the basis of gender approach, revealed pedagogical conditions and implemented in the model, can be an effective factor in taking into account individuality, developing potential opportunities and improving the quality of educational achievements of students.

**Keywords:** gender education, masculine, feminine, traits.

## Educación de género de varones adolescentes en organizaciones educativas generales

### Resumen

El artículo propuesto revela los principales puntos de vista científicos sobre los problemas de la educación de género en el nivel de las instituciones de educación general, en particular, a nivel regional en la República de Tuva. El resultado del experimento fue la identificación de tres grupos tipológicos de estudiantes con diferentes indicadores del nivel de rasgos masculinos y femeninos. Como conclusión, un factor educativo, formado sobre la base del enfoque de género, reveló las condiciones pedagógicas y se implementó en el modelo, puede ser un factor eficaz para tomar en cuenta la individualidad, desarrollar oportunidades potenciales y mejorar la calidad de los logros educativos de los estudiantes.

**Palabras clave:** educación de género, rasgos masculinos, femeninos.

### 1. INTRODUCTION

At the present stage, the Russian socio-cultural space is an object of opposition to the traditional national culture of the peoples inhabiting the territory of the Russian Federation and the culture imposed by foreign states. Often national culture is losing ground, losing to mass culture. The consequence of this phenomenon in Russian society is the ignoring of traditional values developed by centuries. A specific feature of the values of mass culture is their dynamism. The rejection of traditional spiritual and moral values has a

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particularly strong impact on the development of the younger generation, particularly adolescents, who, in the process of influencing mass culture, develop false pseudo-values and cultural stereotypes, while the morality of the spiritual order is replaced by pragmatism. Television, the Internet, the media and commercial structures often conduct aggressive communication policies which result in the formation of distorted, alien stereotypes of male and female behavior and value orientations among the younger generation that influence the formation of socio-cultural and stereotypes of patterns of behavior of men and women (Boyarkina, 2012; Tsygankova, 2009; Zhiginas, 2015). Education as one of the types of socio-cultural activities at the present stage determines sex-role socialization as one of its goals. One of the mechanisms that ensure the achievement of this goal is upbringing. The role of general education organizations in the formation and development of the younger generation has an enduring significance. Therefore, the education system raises the requirements for pedagogical personnel in the context of gender education which should especially be directed to adolescence. The implementation of the requirements prescribed by the FSES (Federal State Education Standard) is problematic without considering the peculiarities of the gender of students, for this reason the implementation of a gender approach to education will improve the quality of implementation of educational standards of the general education (Kovalchuk, 2008; Krapivka, 2010; Kupriyanova, 2011). The most controversial period is adolescence which finds expression in the search for oneself, the acceptance of the values of society, the assimilation of the

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traditional social roles of men and women, characteristic of the lifestyles of the indigenous peoples of the multinational Russian Federation. Great contradictions are created by the adoption in adolescence of the values of mass culture and the rejection of the values of the traditional culture of the peoples inhabiting the Russian Federation. Gender education of adolescents in educational institutions is a process inseparable from spiritual and moral education. These and other issues of gender education pose a lot of problems for pedagogical science. In traditional Tuvan society, there was no clear division of labor between men and women. Women, along with men, grazed cattle, could go hunting, participated in a joint meal while other Asian peoples had many prohibitions for women (Boyarkina, 2012; Zhiginas, 2015).

The high social status of the mother than of the father in the modern family is evidenced by the results of a survey of 1318 schoolchildren. 57.3% of students have maternity control in their school studies, 8.1% have fathers' control. 31.6% of the respondents discuss educational matters, relationships with comrades, fashion, telecasts, plans for the future with the mother, 11.9% - with the father. For 46.5% of respondents, the authority in the family is the mother, for 19% - the father. 30.6% of children are frank with their mother, 10.2% - with their father. For 35.8% of schoolchildren, the mother is the role model, for 25.3 % - father (Aiyzhy, 2016a; OndarandMaryukhina, 2017). In the traditional Tuvan family, the responsibility for the present and the future of the family was borne by man. The family clan

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continued along the line of the father, the children belonged to the father's family (Aiyzhy, 2016b). In Tuva at the Second Republican Forum of Fathers in 2012, the Code of Men's Honor was adopted. When drafted, they relied on folk traditions, the experience of ancestors, the traditional way of life and the role of men. Another effective parliamentary project in the republic is the Mothers' Forum which is held once every three years. At the Forum of Mothers of Tuva, which is held for the fourth time, the problems of preserving the spiritual and moral values of the family are traditionally considered.

According to the well-known scientist Manna-cool M.H.: "... in the family and household sphere, the authority of the Tuvan woman was great. According to the generally accepted rules, the moral and ethical standards of behavior of Tuvans, the woman was treated with respect and care. This manifested itself in various spheres of family life" (Aiyzhy et al., 2018: 13). The purpose of this study was to identify the gender characteristics of participants in the educational process of secondary general education of the Republic of Tuva (Atamanova et al., 2015).

## **2. METHODOLOGY**

To identify the formation of masculine and feminine traits, there was applied a modified questionnaire "Masculinity-Femininity" by

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Sandra Bem and the methodology of M.I. Shilova for the diagnosis of the level of moral education of students. The participants of the survey are the following: 226 students of grades 5-8 (100% of the total number of the interviewed students), 87 parents (legal representatives) and 62 pedagogical workers of three general educational organizations of the Republic of Tuva - Federal State Public Educational Institution "Kyzyl presidential cadet school", Municipal Budget Educational Institution Secondary school No. 2 of Kyzyl city, Municipal Budget General Education Institution Secondary general education of village Kara- Khaak of the Kyzyl district.

### **3. DATA, ANALYSIS, AND RESULTS**

During the survey, the following was revealed:

- The positive attitude of teachers towards the integration of the gender component in the system of secondary general education;
  
  - The relevance of gender issues in the sphere of the modern general educational environment;
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- Gender differences of boys are caused by the influence of general social factors and are not always a natural continuation of biological differences;
- Stereotypical views of teachers about the biological, socio-psychological (gender) nature of boys are an obstacle to the development of potential opportunities for students.

At the ascertaining stage of the experiment, we selected two groups of students of FSPEI "Kyzyl presidential cadet school" and MBEI Secondary school No. 2 of Kyzyl city, MBGEI Secondary school of Kara-Khaak village of Kyzyl district of the Republic of Tuva, approximately similar in number and age characteristics and class of students (11-14 years). With the level of academic performance (which is confirmed by the data of the entrance monitoring in general education subjects) and with the uniform content of education (according to the basic educational program of the main school); the results of the diagnosis are presented in the No1:

Table No1. The results of the diagnosis

classes	Control group					classes	Experimental group				
	Masculine		Feminine		Andrognic		Masculine		Feminine		Andrognic
	Strongly pronounced	pronounced	Strongly pronounced	pronounced			Strongly pronounced	pronounced	Strongly pronounced	pronounced	
6		2 (16,5)	(67)	2(16,5)		6		(16)	0 (52)	(32)	
7 Band 7 grades of other educational institutions	1(4)	5 (17)	16(50)	6(20)	2 (6)	7 A	2	3	9	6	3
8 Band 8 grades of other educational institutions	6(20)	4 (15)	16 (50)	4 (15)	0	8 A	2	4	13	2	1
Total: 72	7(9)	11 (15)	40 (56)	2 (17)	2 (3)	Total:61	4	10	32	14	4



The forming stage of the experiment (2014-2017) had a prolonged nature and was had been carried out for three years, it enrolled 142 students of "Kyzyl presidential cadets school", 61 students of the experimental group (grades 6-8); 44 students of "Kyzyl presidential cadet school", 17 students (boys) of School No. 2 of Kyzyl city (grades 6-8); 11 students (boys) of the Secondary school of the Kara-Haak village of the Kyzyl district (grades 6-8) of the control group. At the beginning of the formative experiment, a diagnostic study was carried out on the complex of gender characteristics of adolescent boys, including:

- Diagnosis of the level of formation of masculine and feminine qualities
  
- Diagnosis of the level of gender education of students.

To identify the formation of masculine and feminine traits, a modified questionnaire "Masculinity-Femininity" by Sandra Bem and the method of M.I. Shilova for diagnosing the level of moral education of students was chosen.

The results of diagnostics of the gender specificity of adolescent boys are presented in Table 2.

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TableNo 2. Diagnostics of the gender specificity of adolescent boys

classes	Control group					classes	Experimental group				
	Masculine		Feminine		Androg enic		Masculine		Feminine		Andr ogeni c
	Strongly pronounced	pronounced	Strongly pronounced	pronounced			Strongly pronounced	pronounced	Strongly pronounced	pronounced	
6	1	2	6	3		6	3	5	8	2	
7 B and 7 grades of other educational institutions	5	5	10	9	1	7 A	11(52)	3(14)	1(5)	5(24)	1(5)
8 B and 8 grades of other educational institutions	9	3	16	2		8 A	11(52)	3(14)	2(9)	5(25)	
Total: 72	15	10	32	14	1	Total:61	25	11	11	12	1

As a result of the diagnosis, three typological groups of students with different levels of masculine and feminine qualities were identified in the experimental group, and in some cases biological sex did not coincide with the socio-psychological (gender) one. In the experimental group there were 61 students of the "Kyzyl presidential cadet school": 6<sup>th</sup> grade - 19 people, 7<sup>th</sup> grade - 21 people, 8<sup>th</sup> grade - 21 people. Before the experiment, according to the results of the survey, it was revealed that 32 boys had strongly pronounced feminine personality traits, 4 people had pronounced femininity and only 4 boys showed strongly pronounced masculine traits and 10 of them had pronounced masculine personality traits and 4 cadets showed the

androgyny of the qualities. When working with the experimental group, the teachers used the technologies of differentiated learning and individualization of instruction. monologist methods (complex methods of story-explanation, active lecture), dialogical methods (heuristic conversation, discussion (panel discussion, forum-discussion, debate, symposium), method of studying literature, documents and results of activity, simulation (modeling) methods (case-study, problem study), logical methods (analysis, synthesis, comparison, generalization, classification, induction, deduction). The tree of goals method in the frontal, group and individual forms of the organization of the educational process (Aiyzhy, 2015; Erofeeva, 2010).

#### **4. DISCUSSION**

The pedagogical experiment had been conducted for 3 years. Education of the students of the experimental group, according to the activities included in the experimental work, was based on the model of gender education for adolescent boys developed by us. Teachers taking part in the pedagogical experiment got acquainted with the results of the diagnostic study of the gender characteristics of the experimental group students, the model of gender education of adolescent boys developed by us in the methodical school of educators, with scientific and practical recommendations on the organization of

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the educational process, taking into account the gender characteristics of the students. Studying the results of the research of different scientists, a parallel was found between the gender identity of students which showed the strength and sustainability of gender stereotypes existing in society in the minds of students in secondary professional institutions. So Tsygankova (2009) notes that the interest in gender knowledge is caused in the students, first of all, by the opportunity to look at new, old, well-known problems such as family relationships, difficulties of growing up, double employment of women, different standards of behavior for men and women. Modern young people, despite their secondary and even higher education, often lack basic knowledge about how to behave with their husbands or wives, what to do if you are not employed, and by accepting, offer unofficial relations. Gender education makes us think about our personal and everyday problems, provides tools for working with personal experience of femininity and masculinity, attitude to another person and gender discrimination (Chernyshova, 2015). However in the studies of the teacher G.V. Glinskyh it is noted that students have a certain amount of knowledge in the field of gender education, but this is clearly not enough. According to the author, there are gaps in knowledge that need to be replenished by means of maintaining special disciplines, creating special pedagogical conditions, a complex of gender relations and much more (Borisova and Chuvashova, 2012; Borisova and Chuvashova, 2013; Kurochkina, 2014). Thus, if we want to get a harmoniously developed society, we must remember and implement gender

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education of the younger generation in our pedagogical activities (Aiyzhy and Mongush, 2016).

## **5. CONCLUSION**

The theoretical analysis made it possible to analyze more thoroughly the terms of the "genus", "gender", "gender education" and describe the peculiarities of the upbringing of adolescents. In the course of the research it was shown that an educational factor, formed on the basis of gender approach, revealed pedagogical conditions and implemented in the model, can be an effective factor in taking into account individuality, developing potential opportunities and improving the quality of educational achievements of students. The results of empirical work make it possible to develop and test the effectiveness of the pedagogical principles, methods and forms of organization of the educational process identified in the study. An important problem that has a close connection with gender education in general education organizations is the level of readiness of teachers to gender education of children in the conditions of a general education school. Gender education of adolescent boys can be aimed at studying the educating and developing potential of the educational environment (Kurochkina and Zeer, 2015).

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