<https://doi.org/10.34142/2709-7986.2020.25.1.09>

## GENDER DISCOURSE IN MODERN UNIVERSITY EDUCATIONAL SPACE


Received: 20 March 2020 / Accepted: 1 June 2020

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### ABSTRACT:

*Gender transformations of global social relations cause changes in various spheres of a human life, in particular, the revision of traditional issues of higher education changing the modern educational space, based on the principles of a humanism and equality.*

*Therefore, the gender discourse in the university communicative space is the research **purpose**, it attracts the attention of scientists and it is a topical issue today.*

*The analysis, synthesis, comparison and generalization methods as **methodology** are used in the paper.*

*This study as **a result** dedicates to the theoretical issues of creating productive conditions for the formation of gender-loyal young people attitude to members of different sexes and get rid of their own gender stereotypes. It is argued that, future professionals will be able to learn to value their gender identity and feel free, choosing a life and career path due to the well-organized communication and awareness of student youth about their gender consciousness. Indeed, the formation of a gender-conscious personality directly depends on the rules and traditions prevailing at the university, which can be both restraining and favorable for the education of a gender-loyal person. A corporate work, a situational modeling, a processing of discussion some questions are defined as methods of this activity. The complex of these acts is an effective toolkit to solve the gender discourse issues, and the professional scientific approach of enthusiastic teachers is a driving force that helps to intensify the desired result achievement.*

*The **conclusion**: we do not have to deal with gender stereotypes, we have to help youth become they want to be. Students should not pay attention to how someone identifies someone, there is no difference in abilities between the sexes, in the desire to change and create the world as they want to see it.*

### KEY WORDS:

*Gender, Gender Consciousness, Gender-Loyal Space, Gender Roles, Gender Stereotypes.*

## INTRODUCTION

Gender transformations of global social relations cause changes in various spheres of human life. In particular, the movement of Ukrainian society towards the implementation of the principles of humanism and equality, consistent with European values and demands of the modern educational space.

All this requires a radical revision of the traditional issues in a higher education. In this regard, the attention of scientists is attracted to the gender reality in the educational space, as one that is recognized by all scientists and it needs to be addressed by the representatives of different research communities through modeling and analysis of individual situational issues in various scientific knowledge areas.

The theoretical issues of gender discourse in the modern educational space of the university, which creates fertile conditions for the formation of gender-loyal attitude of young people to members of other sexes and deprivation of their own established stereotypes, are considered in this article.

The investigation of this study is to argue that through well-established university communication area and awareness of student youth about the gender discourse, they are as future professionals will be able to learn to value their gender identity and be free from the gender preconceptions, choosing one's own life strategy and career path according to one's own desires as the calling of their soul. The gender discourse in the university communicative space is the research purpose, it attracts the attention of scientists and it is a topical issue today.

## THEORETICAL FRAMEWORK

Paying attention to the first steps towards understanding of the gender discourse issue existence, it is worth recalling the controversy that arose in the early twentieth century around the discussion of the infamous book by O.

Weininger "Sex and Character" (1997). The main subject of the discourse was the author's interpretation of the female as low and unworthy, and the achievements of women in the social sphere were explained only because they had more male's features. According to the author, a woman is deprived of her volition and character, she is immoral, because "I" is a soul, volition and character and they are the same concepts that are inherent in the male half of the genus and in no way relate to its female half (Weininger, 1997, p. 20).

Namely, by this reason, due to such a primitive perception of the gender concept, gender is most often associated only with the women's movement. In particular, it is associated with the struggle of women for their equal rights with men. Therefore, the so-called "women's issue" is widespread in society, which has nothing to do with resolving the issue of regulating the social roles of the sexes (note that this is not about a single separate gender).

We sure that gender is designed to create a holistic comparative characteristic of social inequality, taking into account various social strata such as: class, race, ethnicity, marital status, age, religious affiliation and the like. Among them is gender.

However, the gender is not as a physiological affiliation to a particular sex, it is as a social status of a person, through which you can conduct a comparative analysis of all social life in society of different sexes people, compare their achievements and opportunities, estimate a choice freedom and a degree of a satisfaction to their own progress.

As you know, a significant base of theoretical material on gender issues has accumulated at the beginning of the XXI century, and it allows developing new areas of gender research in accordance with modern pedagogical issues.

The concept of "gender" is interpreted differently depending on the social theory or research paradigm in which the relations of

masculinity and femininity are studied. In one case, researchers of gender relations are guided by a liberal-feminist interpretation of the gender-role approach, emphasizing the difference, complementarity and equality of roles of men and women.

Elsewhere, gender relations are seen as relations of power and inequality in which a patriarchal society oppresses and suppresses women. Accordingly, supporters of different socio-theoretical approaches profess various ideologies, which they are not always aware of. It is possible to note an implicitly present tension in scientific speeches and publications.

In epistemological terms, the concept "gender" comes from the Greek word "genos", that means origin, the material carrier of heredity, giving birth (Sillaste, 2004; Sillaste, 1994). This word corresponds to the concept of genus, the experience of genus.

The concept of "gender" as a social sex was introduced by the postmodern school of feminism to emphasize the socio-historical and ethno cultural determinants that are taken into account to the analysis of social inequality and subordination.

K. Deaux (1985; 1993) recommends using the word "gender" to clarify the nature of masculinity and femininity.

S. Bern (2000, p. 26-27) recognizes the concept of "gender" as a socio-biological characteristic, "additional independent variable" that reflects the socially conditioned nature of male and female.

A. Kravchenko (2003) identifies a personal gender, depicted at the level of social institutions, and a symbolic gender as a cultural content of femininity and masculinity.

M. Paludi (2003, p. 370) defines the gender as a social structure that forms an idea of a woman or a man in terms of their status in a society, there are hints of cultural sources of such status in this definition. The researcher also recognizes that a conscious system of personal ideas about female role as mothers and women acts as a very

influential factor in women's success. Self-determination of life's demands, readinesses of a woman to fulfill a certain social role are also considered important enough.

I. Khaleyev (2000, p. 4) considers the gender as an "interdisciplinary intrigue based on a combination of circumstances, events and actions centered on a person, a person" with its biological, social and culturally determined characteristics.

Moreover, based on the concept of the gender as a complex of family, social, educational, professional, social characteristics of the distribution of a sex in a society, it can be argued that the process of socialization of sex in Ukraine is very contradictory.

## METHODOLOGY

We used a set of interrelated theoretical and empirical research methods: analysis, synthesis, comparison and generalization of scientific literature, basing on own teacher's experience and related to the society modern requires, to determine the main content of necessary changes in students' life and make a conclusion about more effective tools to realize our idea to create gender-loyalty educational space.

## RESULTS

Most researchers, who study gender issues, shift the emphasis on physiological problems, consider it obligatory to take into account the gender differences that are necessary in a sex education to practice their individual human behavior in a society (it is one of the ways of influencing gender stereotypes in a upbringing and an education).

But, as is known from studies of psychologists (Ilyin, 2006; Barnett, 2004; Hyde, 2005), it is incorrect to translate the emphasis on physiological differences, because the physiological differences between the sexes are less than differences among representatives of a certain gender and acquire changes over time.

Thus, J. S. Hyde (2005) hypothesized "the gender similarities", arguing that psychologically men and women are more similar, in particular, in: communication, aggression, leadership, personal self-esteem; than they are differ. She found a confirmation of this in her relevant meta-analyzes of a significant number of psychological characteristics.

Gender ideology, regardless of the socio-economic development of society, has a direct impact on individual self-determination of both young and mature age, on the system of life values and senses of life.

The value of earnings, career, wealth, professional achievement, etc. (the so-called ego-values) are leading criteria for a self-determination (regardless of sex) within the masculine orientation of a society; in the feminine orientation society, there are communication, cognition, interchangeability of sexual roles in the family, comfort, etc. (i.e. community values and quality of life).

Girls show flexibility in reacting to the situation: with expressive colleagues they are more expressive; with instrumental they are more instrumental. It is not typical for men. They tend to show their instrumental style (i.e. it is a future seeker, head of the family, and so on) in all situations, perhaps because these styles are associated with masculinity and femininity.

Gender roles, as a system of expected behavior patterns for men and women, are caused by the characteristics of culture, historical era. C. West and D. Zimmerman (1991) underline that people are constantly working to reproduce their gender identity and interpret their behavior for others in these terms. Gender roles arise through the silent consent that the separation of a labor is carried out horizontally and vertically based on the gender.

Due to such simplification and standardization, a decrease in the participation of women in highly skilled labor is reducing; it leads to a decrease in

the value of a women's heritage and a decrease in their income.

Indeed, a significant barrier women are forced to overcome is the natural male organization of work: managers who highly value strong analytical abilities may unconsciously promote mainly men, or in other professional areas, where most workers are usually men. Competition and stress in professional activities have a similar effect due to non-compliance with standardized patterns of behavior.

Thus, women and men, in realizing their gender roles, either intensify or reduce the confrontation of the sexes. Often the first year students, female students and male students, are observing the behavior of their parents, teachers, assimilating their gender roles. In their future families, they are most likely to reproduce the situation observed in a modern society.

Therefore, it is important that a research and corrective work with students (both men and women), future professionals, to create a harmonious relationship in the classroom, faculty, university, work, family, as well as in society between members of different sexes will be.

The globalization and communication processes in the world are the impetus for the progressive economic development of a society as a whole, which puts forward new requirements for competitiveness in the labor market of the modern specialist.

The result of those socio-economic transformations of Ukrainian society was the depolarization of traditional social roles of women and men, as well as the feminization of usually male professions.

So, the content of the concept of "gender" is quite ramified and discursive. We tend to understand this term as a social construct that regulates certain social roles and stereotypes of behavior of each sex. The gender approach should be interpreted accordingly, taking into account the gender characteristics of male students and female students.

It should be focused on the proclamation of a social justice and a gender equality, on creating conditions for the equal self-realization of future professionals.

This new concept of education is only taking its first steps, but we consider it a promising direction for changes in the educational process in higher education.

The implementation of the gender concept in the process of professional training will allow improving the personality-oriented approach, expanding the opportunities for a self-recognition and a self-realization of future professionals.

Indeed, the problems of gender development of the individual become especially relevant in the context of transformations of higher education, which dictate the freedom of social expression, the choice of one's own a path to conduct in professional activities. It is in the culture of a society that not only gender-role behavior is formed, but also the concept of male and female psychology.

There is an urgent need to build a developmental center, creating an informative educational space that will help young people to identify professional tendencies, find their own strategies for establishing professional egalitarian intersex relations.

The effectiveness of the future specialist should include obtaining new or upgraded competitive products in any field of production. Usually in universities it is necessary to accustom students to their self-determination through a wide awareness of public gender relations; a sufficient visibility and clarity, such as: visual eloquence of the stimulation system; through a moral and economic justification; an operational encouragement for self-development and self-improvement.

Lack of assessment and stimulation to an educational, scientific and creative work for students may be a factor that forces the first year students to give up looking for new incentives to obtain a diploma and continue their professional activities.

The most pronounced indicator of internal role conflict is the feeling of a guilty, which is born from the model of a perception of a female/male of their roles (for example, it can be associated with the syndrome of a superwoman who has everything in her life: marriage, children, career; or husband: who has a career and, be an effective worker who is able to support and protect the family) and perform their duties well.

Such behavior is compensatory. Its cause is a deep need for justifications. They need to explain to yourself what has been done wrong and why it has been corrected. Feelings of a guilty arise due to insecurity and low self-esteem, due to lack of awareness of motives and lack of a firm position in life, and therefore, it is self-corrected so difficult.

We do not agree with O. Litvinova (2012) that a significant amount of work in which a modern woman is involved does not correspond to her traditional role, and, by this reason, working women are more likely to feel anxious and guilty. Because we share Barnet's view (2001: 790) that additional roles can increase the number of aspects of a person's self (understanding it as a biological prerequisite and basis for full development) and, consequently, increase its value.

And it is an expansion of the sphere of activity, trial and error for a woman, to find opportunities for self-determination and self-realization and still make your own choice of life path.

The same role conflict for men is associated with the establishment of their masculinity. They constantly need to prove it, because perceived courage is always sensitive to the potential threats (Vandello et al., 2008). He must be corresponded to the gender identity of a courageous man, to the ideal of a strong fighter, and fulfill his gender role as a guardian and defender.

Because of these threats, men try to regain their manhood through overcompensation, which is manifested through a physical force, an aggression or

other stereotypically attributed masculine traits. Thus, any threat or doubt about a man's masculinity leads to his compensatory behavior to revive his courage (Tyversky, & Kahnerman, 1992), to confirm the man socially dominant status.

An important aspect of the crisis in the struggle for gender identity is existential. Such that affects are the foundations of human existence. It turns a person to the issue of his attitude to the world, the search for the sense of his existence (making the important irreversible decisions, the destruction of some fundamental patterns of a behavior or ways of interacting with others).

Thus, men who perceive their professional activities and careers as the only and most important purpose of their lives find themselves in a situation of existential conflict in the event of a job loss or a retirement. Women often experience an existential crisis during the psychological separation of children when they have grown up and left the family.

Existential conflict (Yurkova and Kletsina, 2009) interrupts the normal course of a life, disrupts or even makes an ordinary life impossible, requiring a person to rethink his/her life, in particular, its most valuable components, his/her life goals, relationships with others, lifestyle, and others. Successful overcoming of the conflict is a vital task for a person, and its result so often is the emergence of some new qualities and living conditions.

The specific moments in the minds of each woman, formed in the process of her relationship with others should be taken into account. Her impression of what is surrounding her and what is happening, including other people is considered. Pay attention to her perception of herself, her type of the reality understanding, which is produced as a result of a life practice.

Thus, it is necessary to study and use the whole complex of almost an everyday human consciousness, the brightest and most characteristic features of which are

derived from the direct life relationships in which a woman participates, as well as the activities in which she is involved (Satskov, 1998).

T.V. Bendas (2005) notes that some concepts, namely: the organization of an interaction and communication of the sexes (sexual segregation and convergence), knowledge of their differences and a social behavior (male and female subcultures), as well as knowledge of the gender relations within the sexes or between the sexes (confrontation of the sexes or their harmonious relationship) are closely interconnected and strongly influenced by a common factor called "culture"

As we know, the perception of sexes depending on cultural institutions and traditions is very diverse. In different cultures there is inequality (there are cultures in which the two sexes are almost completely separated from each other: for example, in the houses there are "female" and "male" halves, or men and women do not sit together at the table), and yet both continue to exist in different cultures.

Gender inequality in different cultural communities is characterized by heterogeneity and manifests itself to varying degrees, due to the tendency to promote growth on an internationally global space.

Nevertheless, all cultural norms (Barnet; 2001), for example, the definition of acceptable and unacceptable behavior, that influence on the role, reproduce a certain historical period as a kind of a cultural heritage of a society, are adjusted. But they are changing, pointing to the need to change the content of modern social roles (i.e., interpersonal models of rights and responsibilities). Because of this, the relevant personality characteristics regulated by these roles are also transformed according to the acquired cultural experience, expectations and contexts of the present.

Men are thought to be task-oriented and women to be relationship-oriented (Ashmore, & Wohlers, 1986; Eagly, &

Johnson, 1990; Eagly, & Steffen, 1984). Sometimes this stereotype is clarified: not by everyone, but only by masculine men will be demonstrated the focus on the task, and the feminine women focus on people. In their study, A. Eagly & B. Johnson (1990) found that a woman's behavior in an organization with more men became more similar to that of a man. They suggested that women should follow to a more typical masculine style in order not to lose their authority and status.

According to the study by M. Gardiner and M. Tiggemann (1999), women in male-dominated industries are more task-oriented than men, but in female-dominated industries, both sexes are equally task-oriented. Men in male-dominated industries report the deterioration in a mental health to the extent that they apply a leadership style with a low level of interpersonal attention.

At that time, when women in male-dominated industries, they report higher levels of stress at work than women in female-dominated industries.

Therefore, the behavior style of members of a certain sex is not innate; it is formed by certain circumstances and environment. It cannot be attributed to a society that needs women to be less proactive and independent than rational and productive men. In general, as S. Damarin (1995) admits, there is a fairly common tendency to describe any female behavior as less competent than a male behavior.

In mixed-sex groups, women exhibit rather an expressive than instrumental behavior. This is especially true of situations of "struggle for leadership": in the presence of men, women not only do not claim leadership, but also refuse it, emphasizing their femininity. From this we can conclude that there are stereotypical patterns of a behavior, to which both women and men try to follow.

Indeed, the specificity of gender relations is characterized by two trends, according to scientific research (Maccoby,

1999): segregation of sexes is a communication with representatives of one's sex, and convergence of sexes is communication with representatives of the opposite sex. They are unequal in different age periods and in various types of relationships. Sex segregation appears in early childhood and can either decrease or increase with certain cultural traditions.

It leads to the separation of two subcultures: female and male, and, it is sometimes complicated due to misunderstandings, conflicts between representatives of these subcultures. For example, the processes of segregation in the manufacturing sector affect the formation of a specific (sometimes negative) attitude towards the female leadership, career growth, or the success in professional achievements.

Gender relations between students or colleagues (adult men and women in the institution, at work, both within the sexes and between the sexes) are also due to these opposite tendencies: apparent or covert segregation and convergence. The latter trend is the result of major changes in a society because men and women have to work together. Women are increasingly working in areas that were previously considered purely masculine.

At the same time, there are both hostile relations, a competition, and harmonious relations aimed at cooperation between the representatives of the two sexes. Segregation at the professional level significantly restricts women to various and, as a rule, less desirable and in-demand jobs within feminizing professions (Reskin & Roos, 1990).

Factors influencing changes in the segregation of the sexes, according to B. Reskin and P. Roos (1990: 247), include: stereotypes about the gender roles of the sexes and other cultural values, including "occupations' sex labels", traditions of the separation of professions and industries, public policy and its implementation, as well as typical actions for workers as

representatives of a particular sex. All these factors affect both employees and employers equally.

Unfortunately, today, the level of the gender issue development does not allow us to unambiguously name the causes of the segregation and convergence of the sexes and clearly define the algorithm for preventing these trends in the relationship. Existing social norms continue to restrict career choices among both women and men, leading to labor market distortions, declining incomes and business activity, and reduced production efficiency.

We live in a world consisting of two sexes, and in business situations and in everyday communication; we must be able to communicate not only with members of their own sex, but also with members of the opposite sex. Why is there such a steady trend towards gender segregation? The reasons of this are unclear, but they are largely influenced by culture and the environment.

However, in today's world, this situation raises many problems, such as: misunderstandings between the sexes, special conflicts at a work and in the family. Therefore, it is necessary to be aware of both the positive and negative aspects of those gender relations.

T.V. Bendas (2005) underlines that in the post-soviet countries, despite the legal equality of men and women in economic and political relations, the gender equality did not really exist, and this was often due to the cultural norms of a society. It is possible that a society benefited from the stereotype that men were more successful in maintaining the status quo in the gender labor separation.

At least, studies of women's equality advocates (particularly Evelyn Sullero) indicate that throughout a human history, men have competed with women for jobs, give only in the hard and unpretentious occupations.

It corresponds to the roles separation that has developed historically. A man

always did business, and a woman took care of the psychological climate of the family. This roles separation is grafted from a school to the business world. This traditional role distribution seems highly beneficial to a society because it is predefined and expected, and manageable.

Subsequently, it is fixed in the gender stereotype. Men and women who are well matched to it are encouraged by a society as "normal"; otherwise, individuals are ostracized (Bendas, 2005, p. 244-245). And is this choice was made personally by representatives of a certain gender or does he / she feel like a free person?

The answer to this question is not given by scientific research. But we know that not every person agrees with his pre-established role in a society. Not all men want to be a leader in the family; not every woman agrees to fulfill only the role of mother-mistress.

So, a society should abandon the imposition of these gender stereotypes and provide a choice freedom of the gender role of the individual himself. However, to say or write it down on the law level, everything must be done and this is one thing, but another case is to change the rooted stereotypes in the minds of a society.

The educational space, which is not limited to a school or university, is one of the most influential centers that forms this gender stereotype. In the process of educational activity, students acquire a significant amount of knowledge, skills, and abilities, learn a certain categorical apparatus of various disciplines, in particular, the basic concepts and methodological foundations of the future activities.

Scientific knowledge of various disciplines creates a basis for the development and expansion of their professional worldview. It is formed under the influence on various objective and subjective factors, which can be both external and internal.

The professional equality of the future specialist is directly dependent on social, moral, value orientation, and causes a decisive impact on the evolution of his culture as a whole. Thanks to the accumulated professional and social experience he carries out the rational decision of industrial, organizational and social issues, establishment of effective public relations with surrounding people and in a family.

Significant potentials for the personality growth of a comprehensive individuality of a future specialist and the transfer of new social knowledge about gender relations have a university together with a powerful faculty and experienced teachers and professors. It is here that our young specialists will be able to get an invaluable treasure of scientifically based knowledge, delve into the study of their self and realize their gender identity.

It is through the correct awareness of gender identity that a person can fully construct effective social relations, outlining the nature of his life scenario, defining his style and choosing behavioral strategies taking into account the diversity of life and professional situations. It is important to understand that students are not only the future of our country, but they are also future parents.

It forces us to increase the responsibility for the new generation quality formed within the alma mater's walls, as bearers of humanistic values of the future social conformation. These are values in which love and respect for another, the ability to perceive a person as he is from birth, are embedded.

These values are devoid of stereotypes of what you have to do as a woman or a man, and what you do not have to do, because the people around you will not approve of you, because you are different and have your own life position. And it will depend on what social knowledge young people are armed with, which background they will found in the minds of their

children, as far as the loving, gender-tolerant, gender-responsive and understanding parents they will become.

The educational space of university is a fruitful environment for the self-determination and a constant communication. It is through constant contact with other people that we transmit and receive a variety of information, we argue, discuss, we talk about the various vital topics.

Thus, we not only learn and recognize the future profession, we continue to get to know about the world around us, about people, of course, they have the different social status and gender.

Therefore, it is very important to organize these communications correctly and saturate them with a value-beneficial context, creating conditions for the free self-determination and self-development, reducing the level of gender stereotypes influence.

Studies conducted at the University of Arizona, by T. Schmader and colleagues (Schmader, 2006) has shown that stereotypes, in particular, their context, affect performance (test performance, etc.) and help build a gender gap in gender similarities and differences. Also, the gender stereotypes contribute to the formation of a lower confidence threshold, which may lead to some women showing less interest in a further career growth.

The context of these stereotypes can be changed if an appropriate environment is created, that should be free from stereotypical guidelines, or, at least, that should have a minimal negative impact on. It can be reached through the introduction of such a social policy of loyalty and tolerant.

It can be implemented thought the various educational strategies aimed at teaching students and their teachers to be more conscious and critical of the circumstances in which there are preconceptions against members of one or another sex, and study them to reduce

negative its influences, to be able to correlate level own bias.

Really, I agree with Toni Schmader (Schmader, 2006) that an effective way to vaccinate youth against hidden prejudices and threats of gender stereotypes harbors in the human mind, and it is possible to activate through the enlightenment.

In particular, it can be done due to outreach activities aimed at revealing gender stereotypes with their influence on the people life and behavior, clarifying the mechanism of formation of anxiety and insecurity in their own incompetence or inability to achieve success, for example, in a natural science, technology, mathematics for women.

There is no doubt that the educational communicative space of university, produced as a gender-friendly environment for young people, has the most powerful tools for the implementation of such educational activities. It should be the vanguard for establishing a gender balance in social and professional relations and be able to make a significant contribution to the formation of gender consciousness of the individual.

As it was noted earlier (Sytnykova, 2015, p. 129), such a space is a space where interpersonal communications between representatives of different sexes is built on principles of gender equality and tolerance, in this space we could learn to feel other persons with their vital position and thoughts, and to accept originality of others. Also, there is we could learns to direct our collective activity to search the effective solution of production or training tasks.

I am sure that the communicative space cannot exist without communicators (teachers), i.e. without people who could organize all communications, and they are carriers of information about transmission adjustment process. The teacher is the most valuable treasure of the educational space. His humanistic orientation is characterized by the ability to see in each student a thinking personality, and his innovative

teaching experience helps to create conditions for the disclosure of individual potential leading them to the further self-realization on the professional level.

The teacher equips the young specialist with an expanded range of professional knowledge through such a special kind of social knowledge as gender knowledge. Thus, teacher leads the young man/woman to the need to recognize himself/herself along with others, while increasing his/her self-esteem.

And this is an important moment in the formation of the personality, which helps him/her in a self-determination. Thus, the personality context of a young specialist is enriched by the self-recognition and by the ability to see oneself in another person forms a gender-responsible person, strengthens its immunity to the gender stereotypes in relation to the assessment of the other people, and it changes the spectrum of humanistic values and reinforces a positive respect attitude to one.

Of course, creating a safe space for students to display their own true features, regardless of the gender expectations of society and their surrounding people, is an appropriate and necessary step.

That's right, but let's look at the teacher personality. The teacher is the main one in this process, but is he/she always the bearer of an objective gender assessment? Emer Smuth (2007) emphasizes that the educational climate of the university and the organization of the study process contribute to the emergence of gender differences in the educational achievements of students.

Other influential factors, that are considered significant factors, are the teacher's own expectations about constructing his interaction with the audience, interaction between peers, including their friendship, as well as the requirements of the institution, which form differences in students' behavior.

That is, the organization of educational activities focused on the creating a gender-conscious personality directly depends on

the rules and traditions prevailing at the university, which can be both restraining and favorable for the foster a gender-loyal person. The effectiveness of this activity also depends on the teacher personal life position, in particular on his personal gender stereotypes, which are somehow present in him/her.

As we know from studies (Jones, & Wheatley, 1990; Jones, & Myhill, 2004), teachers treat girls and boys differently and give them different levels of an attention and help, usually, they differentiate achievements differently by gender. At the same time, they emphasize lack of confidence among girls, and they note a poor behavior and a low level of motivation among guys.

Therefore, the process of gender education of youth should begin with the education of the teacher himself. We believe that it is thanks to the teacher's gender literacy, his knowledge of gender differences, gender stereotypes, his clear understanding of the mechanisms of their rooting in a consciousness, that will greatly help to the teacher to communicate productively while working with students.

And his/her desire to be advanced, innovative and useful, will contribute to the formation of conditions in which students will be inspired to expand their worldview, make a free choice of professional self-determination, and ambitions for a self-recognition and self-development will appear.

In my opinion, the implementation of interactive learning is an invaluable and powerful opportunity for this (Sytnikova, 2016, p.201-202). In particular, it can be a corporate work, a situational modeling, a collaboration of debatable issues, combining reasonably classical views with postmodern ones.

Thanks to these technologies, a cognitive activity is intensified, the interpersonal relationships are encouraged, communicative experience of meaningful dialogue and the ability to listen and hear

the opinions of others is formed, as well as a gender consciousness is formed.

We see that the organization of centers of the active communication and cooperation will help students to go out beyond the usual "comfortable zone", to learn something new and unknown, to look differently at what is already you known. Such centers (or thematic clubs) of a gender education and counseling centers will generate the development of a reflexive consciousness of individuals. Note that the creation of a commutative space for students should be due to both verbal (debates, discussions, competitions, cultural events, etc.) and non-verbal (organization of space, symbolic tips, etc.) communication techniques.

The implementation set of the mentioned above acts is the key to effective addressing of the gender discourse in a higher education, and the professional scientific approach of enthusiastic teachers is a driving force that helps to intensify the desired result.

## DISCUSSION

To discuss the research issue it is necessary to say that the stereotyping of understanding the social role of each sex is influenced by the realities of a modern society. My study has shown that traditional notions of the classical division of roles between men and women are only gradually being destroyed in the male and female consciousness, and their role range is becoming more universal and transgender.

However, society feels an inability to flexibly perceive new standards, which is accompanied by interpersonal conflicts, the development and spread various internal complexes. Thus, gender stereotypes are really slowly changing and they need to create the necessary conditions for partnership, a harmonious androgynous combination of femininity and masculinity.

As I can see from other researchers' works, a society lays down such a scenario of acquiring a gender identity, which combines

both the social typical and the individual typical features, which, as a rule, act as disharmonious components of the image of "I". In this case, the value of one's own desired personal "I" is quite low and is not essential in creating harmonious social relationships. The happiness of a person who lives in harmony with his own "I" does not interest others and is not taken into account by them.

### CONCLUSIONS

In fact, we have not struggled with gender stereotypes alone. Communicating with other people can help us become who we really are. We must learn to avoid a prejudice about people who looks like others and to be respect to people regardless of their gender.

We need to understand that sexism and gender stereotypes can harm a person, destroy their aspirations, and deprive them of uniqueness. One should not be indifferent in contemplation of statements that hide sexism. We must understand that person creates himself/herself and no one has the rights to limit him/her and impose what is not inherent in him/her.

Moreover, girls and boys need to be educated so that they are smart, strong and confident people supporting their freedom of thought and independence. As we see, one should not be a slave to stereotypes, but one should not forget to forget about their influence on each of us. We just need to learn how to live in a new world of tolerance and be prepared to help the growing generation become more tolerant and enlightened.

Our attitude to what we are taught to expect different behaviors from men and women depending on their gender should be critical. We need to understand that we live in a more progressive time compared to the past.

Therefore, we ourselves can create these safe spaces for men to express the full range of our emotions and make women understand that their voices matter. We need to understand and accept the fact that no matter what gender we are and how someone identifies us, there is no difference in our ability to make changes and create this world in the way we want to see it.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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## ГЕНДЕРНИЙ ДИСКУРС СУЧАСНОГО УНІВЕРСИТЕТСЬКОГО ОСВІТНЬОГО ПРОСТОРУ

### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Гендерні трансформації загальносвітових суспільних відносин зумовлюють зміни в різних сферах життєдіяльності людини, зокрема, перегляд традиційних питань вищої школи та зміни сучасного освітнього простору, ґрунтуючись на принципах гуманізму та рівності. Тому обговорення питання гендерного дискурсу в університетському комунікативному просторі є метою роботи, це привертає увагу науковців та залишається актуальним питанням сьогодення. У статті використано методи аналізу, синтезу, порівняння, узагальнення тощо. У статті як результат розглядаються теоретичні питання щодо створення плідні умов для формування гендерно-лояльного ставлення молоді до представників різної статі та позбавлення власних усталених стереотипів. Стверджується, що через правильно налагоджені комунікації та поінформованість студентської молоді щодо їх гендерної свідомості, майбутні фахівці зможуть навчитися цінувати свою гендерну ідентичність та відчувати себе вільною людиною, обираючи життєвий й професійний шлях за покликом своєї душі. Дійсно, формування гендерно-свідомої особистості напружу залежить від правил, традицій що панують в

університеті, які можуть бути як стримуючими, так й сприятливими для виховання гендерно-лояльної особи. Серед заходів роботи зазначені корпоративна робота, ситуативне моделювання, опрацювання дискусійних питань. Комплекс цих заходів є ефективним інструментарієм у розв'язанні питань гендерного дискурсу, а професіональний науковий підхід викладачів-ентузіастів є рухомою силою, що допомагає інтенсифікації отримання бажаного результату. Підсумовуючи, як висновок, зазначено, що ми не маємо боротися з гендерними стереотипами, ми маємо допомагати молоді ставати тим ким вони хочуть бути. Студентство не має звертати увагу на те, як хтось ідентифікує когось, не має різниці у здібностях між статями, у прагненні змінювати й творити світ таким, яким вони його хочуть бачити.

**КЛЮЧОВІ СЛОВА:**

гендер, гендерна свідомість, гендерно-лояльний простір, гендерні ролі, гендерний стереотип.

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**CITE THIS ARTICLE AS (APA style):**

Sytnykova, Yu. (2020). Gender Discourse in Modern University Educational Space Games. *Educational Challenges*, 25(1), 112–126. <https://doi.org/10.34142/2709-7986.2020.25.1.09>

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