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**PSYCHOLOGICAL-PEDAGOGICAL BASIS OF GENDER UPBRINGING**

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Annotation. The problem of gender upbringing is deeply moral and urgent one. However, there is still no integral program of spiritual-moral upbringing, which includes gender socialization objectives, gender education realization. One of the reasons, why morality level decreases in modern society, is lack of understanding concerning the necessity of a directed gender upbringing among oncoming generations, no state system of education, which provides many-sided development of children and teen-agers. Most children and teen-agers, students are not able to form harmonious relations with the opposite sex on the basis of ethic norms and rules of behavior. This situation is harmful for their psychic and physical health. The difficulty of gender upbringing problem is determined by the influence of the street, coevals, the Internet, TV, films and other factors. Most parents are not ready to solve the problems of gender upbringing among children and teen-agers. Material. Theoretical importance substantiation of a purposeful gender upbringing for a harmonious, spiritual-moral development of a personality. Research methods: scientific and scientific-methodical literature analysis, summarizing progressive pedagogical experience of the specialists in gender upbringing, pedagogical experiment, conversations, questioning, testing, expert analysis, statistical data manipulation. Results. Theoretical importance substantiation of gender upbringing for harmonious relations formation with people of different gender. The role of morality as the base for gender upbringing is shown. The content and objectives of gender upbringing are revealed. The received results show the reasons for morality level decrease, homosexuality appearance in society. The authors consider it reasonable to realize gender upbringing of 5-7-year-old children, when they start to understand their gender belonging for the first time. Conclusion. The main components of moral interrelations culture between boys and girls, lads and ladies, men and women were revealed; the methodology of gender upbringing among preschool age and primary school age children was created, the effectiveness of which was checked during the pedagogical experiment. Keywords: gender upbringing, morality, methodology, culture of interrelations, evaluation criteria, conditions and factors.

Urgency. Gender upbringing orientation at the increase of culture of interrelations between people of the opposite sex makes it very important in the process of spiritual-moral personality formation. The main aim of the influence on the inner world of teen-agers, lads and ladies, who start their adult life, is help in mastering the stereotypes of moral attitude to coevals and adults of the opposite sex on the basis of the corresponding information and own intuition with their further realization. Functional biological difference of genders is reflected in the character of interaction between boys and girls, lads and ladies, men and women. Culture-forming function of education and upbringing process in the sphere of interrelations between people of different gender is realized during the individual life period. The base for its development and improvement is genetically conditioned approach to the character of interactions setting with a person of the opposite gender, which provide human dignity preservation. Considering the dignity as the range of moral and ethical qualities, which provide self-respect as own value realization and respect of people around, it is necessary to understand that dignity is demonstrated not in a sufficient level of education, knowledge and skills, but in the character of behavior. It proves the fact that morality is the base for gender upbringing of the oncoming generations. Personal understanding of the importance of the interrelations culture between the representatives of the opposite gender is not the case of each subject, whose worldview is conditioned by his actions and deeds, which can cause moral and physical damage to people around. In society, where culture is based on the yearning for financial well-being, not morality, unconditioned reflexes and instincts prevail over moral
norms and it is the reason for lack of spirituality and absence of human dignity.

The aim of this research work is theoretical importance substantiation of a purposeful gender upbringing for a harmonious, spiritual-moral development of a personality.

Objective: 1. The factors and conditions revelation, which influence the effectiveness of gender upbringing, which determines the degree of a person’s actions and deeds morality in reference to the opposite sex.

2. The methodology of moral behavior stereotypes formation in reference to the opposite sex and its effectiveness check during the pedagogical experiment.


Culture of communication and interaction with people of the opposite sex is conditioned by the level of morality, which is conditioned by the following:

- the level of notions formation concerning the character of interrelations between boys and girls, lads and ladies, men and women;
- the degree of mastering the norms and the rules (set by the society) of behavior, which provides dignity formation;
- understanding of the dependency of a person’s status on correspondence of his actions and deeds with the ethics of human relations [8-11].

People, who violate rules of morality and ethics during their communication with the representatives of the opposite sex, are not able to think adequately, follow the logic of social behavior, give an objective estimation of immoral relations. A low level of these subjects’ personal spiritual-moral culture doesn’t let them understand the reasons for their immorality. The future of the society is determined by a pedagogical subculture, which determines the content of gender education and upbringing of the oncoming generations. The main objectives of the subculture are the following:

1. World outlook formation, which is presented as the range of subjective views and notions of life, the degree of their correspondence with reality. The formation of the world outlook helps to model possible variants of relations between people, create own strategy of behavior during communication and interaction with each person.

2. World view formation, the range of notions and the system of interconnections between them formation. World view is based on world outlook and at the same time, it is the part of world outlook. An important part of world outlook and world view is morality, which is demonstrated in the following categories:

- conscience – the inborn feeling of distinguishing good and evil, responsibility for own actions and deeds;
- shame – the ability to self-condemnation, an objective estimation of own behavior, own mistakes admission;
- honor – character of behavior correspondence with conscience and shame. Honor determines personal sense of moderation while choosing the way of interaction with people of the opposite sex. Sense of moderation compensates insufficient level of gender upbringing, which doesn’t let realize the degree of differences in behavior peculiarities of boys and girls, lads and ladies, men and women.

Conscience and shame help the subject of pedagogical influence to become spiritually-moral person, develop during life period. People, who violate rules of morality, are not able to think adequately, follow the logic of social behavior, give an objective estimation of immoral relations, express the attitude to such negative kind of gender interactions, as homosexuality and others. A low level of personal spiritual-moral culture of such society representatives doesn’t let
them understand, that the reasons of immoral, soulless behavior are the following:
- imperfection of the world around;
- not formed culture of an objective reality perception and realization, which demands self-discipline, self-control, willpower for moral behavior relative to a person of the opposite sex in accordance with own conscience and dignity;
- inability to choose moral kind of behavior in difficult situations, which appear during interaction with people of the opposite sex;
- not formed outlook and world view.

Socially conditioned behavioral stereotypes of actions and deeds relative to the opposite sex are based on information space of society. The absence of corresponding conditions prevents personality gender upbringing program realization, as the culture of interrelations between men and women are formed by social organization of life of population. The basis of personal perception of environment, the system of behavior interconditionality of heterosexual subjects are formed till the age of 5-7. At the same time, great importance have positive examples of adults. Family upbringing doesn’t have an opportunity for difficult objectives realization of moral behavior stereotypes formation, concerning the opposite sex, because of several reasons: very often a family has one child or same-sex children; in case of children of different sexes there is a probability of age gap between them.

**Results and their discussion.** Gender upbringing as a purposeful process should start at preschool. Its effectiveness is conditioned by the level of kindergarteners’ professionalism, the presence of men-kindergarteners in the collective not only women. The aim of preschools is to teach children control psychic and physiological processes in the organism. The level of these skills formation determines the manner of behavior, which is the main element of culture of interrelations between people of the opposite sex [6-8]. Adequacy of psycho-emotional state parameters provides stability and security of own behavior, deeds and actions control in different life situations during communication with the people of the opposite sex. The culture of moral interrelations between boys and girls, lads and ladies, men and women includes several components, the main among which are the following:

1. Speech culture, the importance of which is conditioned by its specific functions: accurate and figurative transfer of thoughts, feelings, senses; the choice of a friendly tone of the talk; desire to understand psycho-emotional state of the companion.
2. A high level of the culture of gestures, mimicry; comportment, beautiful posture – everything should encourage kind interrelations with a person of the opposite sex.
3. Moral attitude to the choice of clothes. The main principle of following fashion: fashionable thing emphasizes accomplishments of a personality and disguises shortcomings of constitution.

The content of the culture of interrelations with people of the opposite sex form the following components:
- the aim and means of its achievement;
- motivation formation for self-development, without which the most effective means don’t achieve the aim;
- a rational succession of the means use;
- special conditions creation, which stimulate genetically conditioned knowledge, principles and rules of behavior realization with the people of the opposite sex. During the methodology creation of gender upbringing among children and teen-agers it is necessary to take into consideration the principles of succession and continuity of interaction skills with the coevals of the opposite sex [12]. Special literature analysis, materials of our own research works showed, that 5-7 year-old children at a preschool should master the following knowledge, abilities and skills:
- when a boy and a girl meet the first, who greets, is the boy;
- entering the building of a kindergarten a boy gives way to a girl;
- during cultural-mass holiday events at a kindergarten first girls take places in the assembly hall, then boys;
- during outdoor and sport games with the use of equipment girls take things first;
- it is inadmissible for children to use rude words, during disagreement first girls express their opinion.

It is necessary to explain preschool children the following things: the functions of men and women in life of society; peculiarities of their behavior; demands for speech; the character of influence of words, thoughts, emotions on psycho-emotional and physical state of a person, using available methods, artistic image, examples. During the transfer into the first form of a comprehensive school this direction of gender upbringing should be continued with a gradual complication of its content. At junior school the effective forms of gender upbringing are the following:

- contests: 1) concerning ethics and rules of behavior, directed at the differences mastering between girls and boys;
  2) speech culture;
  3) the most polite with coevals, adults (teachers, workers, technical staff) girl and boy revelation.
- thematic holidays connected with remarkable dates:
  1) ethnic dances with the traditions of interaction between men and women;
  2) national games and entertainment with the emphasis on the role of a man and a woman in the life of society; peculiarities of their behavior and interrelations.

We held the pedagogical experiment. 24 preschool children from kindergarten №115 of the public limited company (PLC) “Russian railroads” (“RRR”) and 24 second grade schoolchildren from multidisciplinary lyceum №1 named after V.G. Mendelson in Ulyanovsk took part in the experiment. The experimental group (EG) and the control group (CG), among preschool children and the CG and the EG of second grade pupils were created. Expert group included 5 leading specialists from preschool establishments and experienced teachers of junior school. This group estimated the initial level of gender upbringing of pedagogical experiment participants according to the following criteria:

- knowledge of the role of men and women in the life of society, differences in their behavior;
- knowledge of ethics of interrelations between boys and girls;
- the level of speech culture.

The following parameters were estimated: the level of differences understanding between men and women in the life of society, demands to their behavior, duties, appearance;

- the ability to explain the rules of behavior among boys and girls, understanding the necessity to master them;
- the ability to express precisely own thoughts, feelings and senses.

Evaluation criteria:

5 points – correct understanding and explanation of the differences in the role of men and women in the life of society; peculiarities of their behavior; the ability to name the main theses of interrelations ethics between girls and boys; the formation level of literate, figurative speech skills;

4 points – in general correct explanation of the role of men and women in the life of society; understanding the content of interrelations ethics between boys and girls; well-developed speech;

3 points – difficulties in explaining the roles of men and women in the life of society; poor understanding of the content of interrelations ethics between boys and girls; an average level of speech culture;

2 points – elementary notions of the role of men and women in the life of society; poor understanding of the content of interrelations ethics between boys and girls;

1 point – inability to explain the role of men and women in the life of society,
transfer the main ethics theses of boys and girls behavior; a low level of speech culture.

The research results analysis didn’t reveal considerable differences according to the initial level of gender upbringing among preschool children and junior school pupils from the CG and the EG, (p>0,05). In the control groups lessons were held according to traditional methodologies in accordance with the programs of upbringing in preschools and schools. In the experimental groups created by us methodology of gender upbringing was used. After the pedagogical experiment one more evaluation of gender upbringing indices was fulfilled. The received results analysis showed, that the results improved both in the experimental and the control groups, with considerable predominance of the indices in the EG. In the CG of preschool children with the initial results 2,62±0,18 points, to the end of the pedagogical experiment the indices increased till 2,93±0,11 points, (p=0,050); in the CG of pupils from the second form with the initial results 2,89±0,17 points, to the end of the pedagogical experiment the results improved till 3,15± points (p>0,05); in the EG of preschool children with the initial results 2,60±0,15 points, to the end of the pedagogical experiment the indices improved till 3,6± points (p<0,05); in the EG of the pupils from the second form with the initial results 2,8± points, to the end of the pedagogical experiment the results improved till 3,8± points (p<0,05).

**Conclusion.** Thus, the results of the pedagogical experiment showed the necessity of a purposeful gender upbringing organization for preschool and junior school children. The main factors and conditions of its effectiveness are the following: underestimation of social-cultural importance of gender upbringing of oncoming generations; information space creation for the role and place of gender upbringing understanding in the state system of education; the necessity realization to increase the level of culture of interrelations between men and women for further society development provision; understanding morality as the base for gender upbringing.

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FUNCTIONAL STATE STUDY OF CARDIOVASCULAR SYSTEM AMONG YOUNG BOXERS DURING SPECIAL-PREPARATORY PERIOD OF THE TRAINING PROCESS