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TÍTULO: El estudio de los principales aspectos del problema del sexo y elementos de género de la estructura.

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RESUMEN: El artículo trata sobre el problema de la organización de la situación de conducta en el contexto de las ideas normativas sobre las acciones y actitudes correspondientes a la categoría de pertenencia a un género en particular. La teoría de la construcción social de la realidad y los sistemas de género consideran al género como un factor de socialización de la sociedad, permitiendo preservar y desarrollar valores culturales. El problema de género se define como una actividad comunitaria sobre la atribución de género, que reproduce las relaciones de discriminación y desigualdad, y es un proceso que nunca se detiene.

PALABRAS CLAVES: Ideales de género, entidad de género, diferenciación de sexo, género, cultura.

TITLE: The study of the main aspects of the problem of sex and gender elements of the structure.

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ABSTRACT: The article deals with the problem on the organization of the situation of conduct in the context of normative ideas about the actions and attitudes corresponding to the category of belonging to a particular gender. The theory of social construction of reality and gender systems consider gender as a factor of socialization of society, allowing to preserve and develop cultural values. Also, the problem of gender is defined as a community activity on gender attribution, which reproduces the relations of discrimination and inequality, and is a process that never stops.

KEY WORDS: gender ideals, gender entity, differences sex, gender, culture.

INTRODUCTION.

Social changes happening in modern time and fast replacement in the technological background, actualized the problem of “personality-education-practice” sufficiently by leading to important changes not only in the labor activity but also in the educational system. In this situation, self-realization and self-development in the field of self-estimation of personality, relations of development of personality and its full value principles of life connection with labor activity have to be the fundamental methodological sphere of modern psychological science.

In the condition of market economy, searching of new ways in the direction of increasing of social and economic efficiency of modern production and defining of its psychological mechanisms in our country, assume special importance. One of such ways is to increase the level and efficiency of the work carried out together with the student body for mobilizing of the potential in gender relations. One of the important issues here is to manage the student body and consider the gender properties in this process.

The conducted researches show that the process of active integration of masculine and feminine behavioral models with the management activity in different fields seriously necessitates disclosing of psychological properties of behavioral models in different situations on one hand and learning of gender properties in this process on the other hand. Because of failure in considering gender

differences in the management process in different cases causes some problems for personality, his relationship with himself and self-confidence in gender along with decreasing the effectiveness of activity.

Along with that, the analysis of gender traits in management necessitates applying of the practical methods to the specialists working in higher schools and student body that allow for learning the theoretical problems existed in this field and increasing the efficiency of management.

It should be noted that the development in an academic level of educational management included in the program of Universities in modern time, increasing of demand for workforce and strengthened organizational differentiation require the women to be included in the sphere of management. Active integration of the management style of a woman belonging to the present condition actualizes the gender researches and turns them to be the demand of the time.

It should be considered that bringing of the styles and methods of new mentality belonging to women's management style to the modernized management, allows for increasing the competitiveness at the expense of stronger conformity of the educational management of women and men.

In the process of fast development of our republic and its integration with the world, bringing of these aspects to the center of attention opens broad opportunities for self-realization of gender in the fields of education and personal life. Using of these opportunities in a timely manner is the dictation of a society.

The facts show that considering of gender traits in the educational process and management, plays a role of stimulus for self-realization of gender and creates a condition for realizing of his potential in different fields, finding his place in life and proving himself as personality.

DEVELOPMENT.

Description of research.

The determinant of sex differences can be divided into two general directions. The first can be attributed work, which investigates biological and logically defined reproductive role from the perspective of the fundamental concepts of biology and psychophysiology. The second presented studies showing that the biological differences create opportunities for further differentiation between men and women in society but does not determine its presence and direction.

Among the researchers first direction of the prevailing view that the behaviors of men and women are genetically determined and humoral.

Thus, according to the so-called neuro - androgenetic L.Ellis approach, the gender differences in behavior are formed by the impact on the brain of androgens (sex hormones, dominant males) (Ellis L. 1986).

On the basis of experimental studies of the effect of androgens on the level behaviors, L.Ellis established twelve stable behavioral responses associated with male gender, under androgenic control. Such reactions - "innate strategies" in L.Ellis terminology - are:

- Aggressive behavior.
- Offensive erotic behavior.
- Spatial orientation.
- Territorial behavior.
- Endurance to pain.
- Slow absorption of the defensive reflexes.
- A weak manifestation of emotional reactions in response to the threat.
- Persistence or persistence in the quest, without reinforcement.
- Weak link with the next of kin.

- Peripherization (urge to create "groups" in adolescents).
- Search for adventure, new and complex stimuli.
- "Predatory behavior" associated with hunting (Ellis L. 1986).

In Gerasimova K.E. study was considered evolutionarily significant function of biological sex as a means of survival due to the accumulation of genetic information. It was shown that sexual reproduction is associated with enormous energy loss that compensated genome size and correspondingly large number of genetic information) (Gerasimova K.E, 1994).

The idea of a psychological determinism biochemical identification of the child developed P. N. Blonsky. In particular, he emphasized that early sexual centers poorly differentiated, which leads to the existence of "diffuse eroticism" in children 3 (P. P. Blonsky, 1979).

Supporters of the social point of view believe that biological differences create opportunities for further differentiation between men and women in society but does not determine its presence or direction. One of the first psychologists emphasize the need for a comprehensive approach to the issue of sex differences was N.E.Rumyantsev. "Sexual experience, - he writes - really are not purely physiological departure cared for - it is only the doctor hygienist, they are so closely intertwined with all the other spiritual experiences, providing the latest such a strong impact that need to be considered from a psychological point of view" (Rumyantsev N.E., 2001).

Vygotsky developed the concept of mental development re-Child, in which one of the parties is his sexual development. Based on the position of the experience developed by them as the main social situation of development, which are connected by internal and external factors affecting the psyche, Vygotsky, and in the sexual experience of the child selects the two sides - their own sexual instincts of the developing child and the response adults on his sexual behavior, norms and obligations which they impose on him.

According to Vygotsky, a source of development of the individual is not in the genetic mechanism, not in the functioning of the endocrine glands, and in the system of interpersonal relationships in which the child comes into its activities (Vygotsky, LS., 1991).

S. Rubinshtein also came from the fact that the social environment is an important factor of mental (including sexual) development, as she enters puberty in social, cultural frameworks, guides and corrects for this process.

The sex factor, emphasizes S. Rubinstein, is not rational, and organically-emotionally-strong-willed, so he, in the foundations of Mr. realized in behavior. As the main mechanism of the sexual behavior of S. Rubinstein considers unconscious imitation and imitation of children 7. (S. L. Rubinstein.,2006). Differences between women and men. Currently, the two terms are used in the scientific literature indicating the sex of the person. Biological sex «sex» in English literature and social respectively, «gender».

Biological sex is defined as "a set of contrasting generative signs of the same species," and social or "gender" -like complex physical, reproductive, social, cultural and behavioral characteristics, providing individual personal, social and legal status of men and women.

The study J. P. Husaimova, differences between men and women are quite different in the intellectual sphere of activity within the group and are less pronounced between men-women groups. However, the parameters of concern and anxiety, as well as the time the motor response of women inferior to men (J. P. Husaimov, 1986).

The study of temperament, conducted by V.M. Rusalova showed that women are more characteristic ease entry into new social contacts, wider set of communication programs, more pronounced impulsive communicative, ease of switching in the communication process. Women are also characterized by increased sensitivity to failure both at work and in communication, they often worry there is no-confidence, anxiety in a situation of interaction with other people.

Men are more characteristic of the flexibility of thinking, the ease of switching from one activity to another, the desire for diversity of activities; they also often observed a high rate of behavior, a higher psychomotor speed of operation in the implementation of the substantive activities (V. M. Rusalov, 1993).

Psychological studies of gender differences have been summarized in E. Makkobi and K. Jaklin. An analysis of 1600 studies the psychological differences between men and women, published in 1974. E. Makkobi, K. Jaklin came to the conclusion that, in fact, there are no fundamental differences in the innate psychological characteristics of men and women in many areas, where previously these differences recognized. The same differences that exist in young children, at least not enough to justify the traditional roles of gender inequality that exists in today's society (E. Makkobi and K. Jaklin, 1974).

Research Aim.

The management of student body has stipulated with the stereotypes of personality according to gender traits, gender-role management strategies, level of directing to interpersonal relations and the types of gender identity along with several factors.

Research Methods.

The test "Learning of masculinity and femininity" of S. Bemis, the relative methodology of "Value" and "Possibility" levels of Y.B. Fantalov, were used in the research. 500 students between 17 and 23 years old took part in the research.

The results of the experiment were calculated with the mathematical and statistical methods. The research was conducted in Baku city.

Discussion.

Analysis of the problems of adaptation of biologically given sex differences in the current research suggests that, contrary to the ordinary ideas, sexual identity of the individual "given" to him is not purely biological, but is a "result of a complex biosocial process of connecting ontogeny, sexual socialization and the development of self-consciousness" (Kon I.S., 1981).

In recent years, increased interest in the issue of gender studies in modern psychology, were the work allows to study the behaviors of men and women in today's society.

According to their analysis, there are significant, controversial and unconfirmed psychological differences between men and women (Table 1). By significant are: the boys (men) are more aggressive and more successful in math and visual-spatial operations, and the girls (women) higher language skills. As questionable highlighted the differences in the general level of activity, dominance, anxiety, competitive spirit tactile sensitivity, diligence, obedience, fear.

Probable are great suggestibility and social, success in jobs requiring a standard solution, lower self-esteem and the need to achieve, as well as the priority development of the auditory analyzer in girls than boys.

Not confirmed as a decisive influence on the development of hereditary boys, big girls, compared with the success in solving difficult non-standard tasks, the prevalence Analyticity cognitive style, the priority development of the visual analyzer.

E.Makkobi and K.Jaklin also drew attention to the fact that women are less aggressive than men, if regard their actions as fair or free from the anxiety of responsibility, empathy and guilt, which often leads to the suppression of aggression, where it is not man hide (E.Makkobi and K.Jaklin,1974).

Table 1. Classification of psychological differences between men and women by E. Maccoby and K. Jaklin.

Differences Identified	The differences are not confirmed	Required further исследование
Men: • Aggressiveness, • visual-spatial operations, Women: • Linguistic ability	<ul style="list-style-type: none"> • The overall level of activity, • Dominance, • Anxiety, • competition, • Tactile sensitivity, 	Women: • Large suggestibility and sociality, • success in the demanding standard solving tasks, • Lower self-esteem and the need for achievements

In general, it has been suggested that more correct to speak not about gender differences in aggression, and the differences in its determination in various situations (Maccoby E., Jacklin C., 1974).

The biological sex of the respondents with their subjective impressions on the special possession of the gender role behavior to the masculine, feminine androgenic types was compared preliminarily. We organized the important and similar indexes of the gender identity among different courses of masculine and feminine parts of the selection with the help of the student's t-criterion. In the masculine gender part of the selection the importance of t-criterion is located at the interval equal to 0,001 – 0,003 level index in I, III, IV years and feminine selection part that it is 0,095 similarity index for convincing probability. On the whole, this fact gives information on the lack of important "leap" of gender identity in the phase of training of higher schools.

As it is seen from the Table 1, the masculine gender and behavioral characteristics in the year IV are more expressive as in the selection of masculine and feminine parts. It is remarkable that the masculine signs shown clearly in the behavior of the female respondents and male respondents in the year IV display themselves more. And it draws attention with the development of interpersonal

mutual effect and the reflection of “strengthening” clearly in the phase of training in higher schools.

Table 2. Results of the gender identity diagnostics of the 1st, 3rd and 4th year students.

Year, actual gender		Clearly expressed masculinity		Masculinity		Androgenic	Femininity		Clearly expressed femininity	
First	Human	%	Human	%	Human	%	Human	%	Human	%
Men	2	13,3	4	26,6	5	33,3	3	20	1	6,8
Women	1	6,8	2	13,3	1	6,8	7	46,6	4	26,6
Year III										
Men	2	13,3	4	26,6	6	40	3	20	0	0
Women	2	13,3	4	26,6	5	33,3	2	13,3	2	13,3
Year IV										
Men	2	13,3	5	33,3	6	40	2	13,3	0	0
Women	2	13,3	4	26,6	5	33,3	3	20	1	6,8

In the female part of the selection, masculinity is correlated with androgenetic positively ($q = 1$) and correlated with androgenic indexes ($q = -0,98$) like femininity negatively. In the male part of the selection, masculinity and femininity are correlated between themselves and with “androgenetic” indexes negatively (the meaning of the factor of correlation conforms: $q = -0,5$). Thus, increasing of the signs of androgenic character of young respondents and the tradition of appearing of the expressiveness of masculine and feminine signs at the expense of decreasing in equal size have stipulated with “losing” of androgenic femininity and increasing of masculinity in 60% of the girl respondents.

Gender identity the value of which seems more than the possibility that creates special “tension zone” assessed subjectively for male respondents during all of the training in higher schools (K type). Such as, in both I and III years, all of the respondents prefer financial welfare. Masculinity is correlated with androgen positively in the female part of the selection ($q = 1$) and correlated with androgenic indexes like femininity negatively ($q = -0,98$). In the male part of the selection, masculinity and femininity are correlated with “androgenic” indexes negatively between themselves (the meaning of

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Solving the problem of the definition and allocation of functions of social gender of the person confronts researchers several issues: 1) how the company "adapts" biologically given sex differences, 2) what is the structure of gender.

The theory of social construction of reality. The issue about the ways of formation of gender as a macro-phenomenon is presented in two main approaches - theories of social construction of reality and gender network - and is characterized by macro-mechanisms of gender and consideration of it as a set of certain components, assimilated by the individual in the process of socialization.

The approach proposed in the framework of the theory of social construction of reality, describes the process of formation of gender through the inter-action of processes of socialization and re-socialization. Socialization is seen as assimilation of cultural patterns (patterns) throughout life, construction of gender identity in the community. Socialization is divided into primary and secondary. Primary socialization is associated mainly with the unconscious and passive mechanisms of assimilation of culture, while the secondary socialization involves greater involvement of cognitive mechanisms and creative environment transformation. Primary socialization ends in 5-7 years. The most important step secondary socialization as on-sword K.Manheym is adolescence, when the world is formed by the personality and ideas of their own destiny and the meaning of life (Manheim K., 2001).

The importance of socialization agents at different stages of life's journey is different. In infancy and childhood - at the stage of primary socialization - a major role played by the family, peer groups, the media, the school, "significant others".

Later, during the secondary socialization, when expressed, sight A.Giddens "already socialized individual is included in the new sectors of the objective world of his society", particularly relevant educational institutions, communities, the media (Giddens A., 1994).

Re-socialization - a process which results in time-violation of earlier rules and learned behavior patterns and then - the assimilation and development of other standards, new norms that regulate social interaction in the new environment.

Thus, the processes of socialization and re-socialization reproduces gender and development component of relationships in society. The key concept of the theory of "gender system" includes a variety of components and are defined differently by different authors. I. Hirdman examines the concept of gender as a system of relations between men and women as a set of ideas, formal and informal rules and regulations in accordance with the place, the objectives and position of the sexes in society (I. Hirdman, 1991).

The key concept of the theory of the gender system is a "gender contract" - the role, status, prescribed by a man and woman. gender contracts system is considered within the framework of this theory as a relatively stable and reproducing using the socialization mechanisms of society's values. For example, Contract for a woman in a patriarchal (the term feminist) community was a "housewife contract", and for men - "Survivor contract".

However, in the modern post-industrial society followed gender system changes. As noted by I. Hirdman gradually classic gender contract, at least for the middle class, the contract superseded "equal status", according to which there is an alignment position of rights and opportunities for men and women (Hirdmann Y., 1991).

It is the objective of the initiative lawmaking a number of developed countries. The presence of "dual role" of women in Soviet society, characterized by the need to reconcile family with professional role, and also noted U.A.Aleshinoy and A.S.Volovichem (Aleshin U, A. Volovich A.S., 1991).

A number of studies have highlighted the discrepancy traditional Western culture system of gender contracts division of roles of men and women laid down in the old Russian fairy tales. Thus, the ancient goddess and princess in the old Russian fairy tales - a strong and dominant mother - often performs "male roles" and may change in men's dress (Gerasimova K.E.,1996).

Thus, the theory of social construction of reality and gender systems considering gender as a factor of socialization of society, allowing to preserve and develop cultural values.

The structure of gender proposed N. J. Smelser is an attempt to summarize the experience of psychological research on gender differences and formulate a thesaurus, allows disregarded gender as a factor, which is manifested at both the macro and the micro-social level. As gender components stand out: the ideals of gender, gender identity, sexual role and biological sex.

Gender identity - perception, identifying themselves as male or female (the gender identity does not always correspond to the biological sex of an individual).

Gender ideals N. J. Smelser defines as "the idea of the destiny of men and women, reflecting the cultural representation of male and female behavior (Smelser N.J., 1994).

Biological sex - the genetic code of an individual (its function in the field of reproductive rights) (Table 2).

Gender identity and ideals are formed at the same time, however, they are not always consistent with each other. For example, homosexuals inherent gender identity, but they do not feel a romantic attraction to women, reflecting the gender male ideal. This behavior is typical for transvestites - men who both wear and men's and women's clothing - they are aware of their biological sex, but their

behavior does not conform to generally accepted ideals. Finally, transsexuality phenomenon also indicates a lack of automatic matching between gender identity and ideals (Smelser N. J., 1994).

It was found that the main motivating factor for the employment of women in scientific activities is the interest and the desire to express themselves (Erina S. Y., 1995).

Studied the specificity of male and female behavior in political actions, it was found that the index of participation of women in political life is higher than men's. At the same time, women consider the most important issues such as care for children and the poor, unemployment, they are ready to take part in their decision.

In a study of D. V. Vorontsov established differences of socio-psychological characteristics of interpersonal communication homo- and heterosexual men (Vorontsov D. V., 1999).

In the works of N. P. Fetiskina (Fetiskin N. P., 2004) feature psychological analyzed changes in the structure of the nature of men and women associated with the attitude to yourself, to others and to society, to productive work (Festinger L., 1984). The author notes that the accumulation of adverse changes in the structure of nature in men leads to the accumulation of aggression and anxiety. This issue was further developed in the study of the manifestations of gender deviance, we discuss the methodology of gender studies.

The sign are considered sexual, gender and personality traits in the understanding of moral dilemmas, paid attention to the peculiarities of gender studies morality (Signs Sex, 2004).

O. A. Voronin in his gender studies examines what role, norms, values, character traits through the socialization system, division of labor, cultural values and symbols of society requires women and men to build traditional gender asymmetry and hierarchy of authority (O. A. Voronina., 2002). T. A. Klimenkova in work shows that "behind the facade of the usual and natural differences, placed within the same sphere of sex, lies a completely different system of multi-level and not oppositions" (T. A. Klimenkova, 1997).

The monograph, T.V. Bendas, the analysis of theoretical and empirical background and foundation of a new scientific field - gender leadership psychology, the paper deals with gender and cultural approach to the study of leadership, a comparison of the importance of a gender perspective and the age of the leader of the representatives of different cultures (Bendas, T.V, 2006).

I.S.Kletsinoy monograph is devoted to the analysis theoretical and empirical concepts and foundations of psychology of gender relations. We consider gender relations on different levels of social reality, the model presented intersexual interactions (Kletsina, I. S., 1998).

It is noted that currently, there are a number of concepts used quite successfully as the explanatory models for interpreting the data obtained. This concept of androgyny (D. Spence, 2001), sexual differences of moral development (K. Gilligan, 1987), fear of us-enablers (M. Horner, 1968), etc., the concepts and theory are closely intertwined and mutually supportive.

Promising for socio-psychological studies of gender is the theory of social construction of gender. Constructivism exploring constructs by which man understands the meaning of the world, and then reflect them in their behavior. This theory has received its emergence in the classic work of P. Berger and T. Lukman "The Social Construction of Reality" (Berger P, Lukman T., 1995), where the authors have shown that social reality is at the same time objective and subjective. The main objective of gender studies in the framework of this direction was to study how that created masculine and feminine in the human interaction, how and in what areas it is maintained and reproduced.

In discussing the problem of the formation of gender structure of the individual components, in particular, gender ideals and D. N. Isaev V. E. Kagan note that most of today's crops, despite the sex and sexual democratization remain masculine oriented.

As in the D. L. Isayev and V. E. Kagan, any culture inherent gender ideals, affecting the formation of gender roles, according to these stereotypes, masculinity is associated with the activity, strength,

confidence, authoritativeness, dominant, aggressive, intelligent, and femininity - with softness, weakness, passivity, dependence and subjugate, conformity, emotional (Isaev D. N., Kagan E., 1988).

Describing the gender ideals, we found the aggressive and individualistic characteristics of boys and girls empathy in such content (Table 1.1).

Table 3. The content of gender ideals.

Boys	Girls
"I have to be strong, to be able to fend for themselves and exercise".	"There must be careful, pay attention to their appearance".
"There must be a strong-willed, purposeful and achieve a lot in life".	"Must be able to cook writing, washing, sewing, etc.".
"I have to be interested in girls and sex".	"There should be emotional, ready for love, wait for his betrothed".

Up to 60-ies in the culture existed sufficiently rigid gender ideal of masculinity, confronting and eliminating ideal of femininity. Masculinity and femininity seen as a simple bipolar construct. This means that if a person has a high masculine performance, his performance of femininity - low.

In the classic work, O.Veyninger presented this model, "a man and a woman are like two substances that are in various proportions distributed to all living individuals". The author writes that the ideal male, where femininity is zero, and the ideal woman, where masculinity is zero "does not actually exist, ie, in man there are both male and female elements" (Weininger, O., 1997).

However, in the middle of the XX century, is issued humanistic psychology. Self-actualizing man K. Rogers a new cultural ideal of humanity and has a "female" traits: gentleness, compassion, responsiveness, attention to people, etc. particularly in K. Rogers approach focuses on the quality of contact, which are important components of such expressive (and therefore feminine) quality as empathic understanding and unconditional positive attitude, qualities traditionally attributed to women's roles.

K. Rodzgers as a positive pole, which is the person, designated the "volatility, fluidity, richly a differentiated response, direct experience of the senses." Obviously, this femininity focus on the experience (Rogers, K., 1994).

The fate of these stereotypes in the scientific mind. The first performances were sustained in the spirit of the dichotomy. When signs of behavior regarded as male and female. However, in the ancient civilizations of this primitive sociological model is balanced by numerous deviations from the double standard. It was replaced by continuous-alternative model than the femininity is expressed, the less - masculinity, and vice versa. This model allowed the measure of masculinity and femininity special tests, the results of which should ideally coincide with the floor of the subject, but this model dictated by role prescriptions increasingly contradicted the progressive democratization of the gender roles trends.

In 1974, the researchers introduced the concept of androgyny to refer to a combination of high levels of masculinity and femininity. The proposed test it recorded the masculinity and femininity as independent, orthogonal dimensions of personality. In the ensuing series study, it was shown that the optimal severity, androgyny provides modern cultures greater social flexibility and adaptability, and high femininity in women and high masculinity in men is often associated with impaired social and psychological adaptation. So, high - feminine women are more anxious, they have lower self-esteem. High - masculine men exhibit high anxiety in adulthood, and less able to lead. High scores on the scale of your gender are usually associated with lower success attributed to the other sex activities. Tangy androgynous women are more focused on success and more dominant, but they have a lower level of personal protection than the feminine, masculine and undifferentiated women. In men androgynous pronounced contrast, above the level of personal protection compared with other men androgyny. In general, the influence on the behavior of men and women differently.

M. Teylor in favor of an understanding of what is termed "androgyny", as a measure of the multiple interactions of masculinity and femininity. In general, probably more successful in all considered masculine and feminine as an additive couple with a lot of potential individual variations (Taylor M. C., 1982).

The essence of the gender schema theory is that a person tends to organize their knowledge about the world and at the same resort to schemes (Stereotyped stimulus). "Gender scheme" - a cognitive structure, a network of associations that organizes perception individual and manages them.

Children encode and organize information, including personal information, according to a dichotomous scheme of "masculinity-femininity". This includes data about the anatomy of men and women, their participation in the birth of children, their professions and occupations division (including the house), their personal characteristics and behavior. This dichotomy "male - female" - the most important of all classifications of people who exist in human society. Having learned that the meaning of this dichotomy, the child will sort all the information on these two categories. The next step - child makes a generalization - which attributes are the "female", and which "male". An adequate gender stereotype - that they can do and how to behave boys and girls. There are situations when an individual behaves, "not according to the scheme" (Deviates from the gender stereotype), but such cases are unpleasant and the person tends to eliminate the discrepancy between predicted on stereotypes and the actual behavior of the other person (A.A.Alizade, 1974).

By gender scheme implemented gender socialization, as one lives in a society that is organized on the principle of gender dichotomy. Gender identity is one of the basic characteristics of the person, which is formed as a result of the psychological internalization of masculine and feminine traits in the process of interaction between "I" and "Others" in the course of socialization and is seen primarily as an experience and awareness of the individual positions of the "I" on the with respect to the standards in some way-floor. Gender identity - an aspect of self-consciousness, describing the

experience of the man himself as a representative of a particular sex. According to G. B. Deryagin (Deryagin G. B, 1990), the traditional view is that gender identity is biological in nature, inherent in every person with birth is not a matter of choice, not subject to education.

Gender identity is not a stable personality trait, and in different periods of ontogeny depends on many variables. Modern studies of sexual identity confirm the complex nature of the personal education.

So, A. I. Belkin research suggests that the tragedy of the situation disturbed sexual identity was expressed in the growth of deep intrapersonal conflict if the model of sexual behavior was assumed, or in conflict with others if it is rejected. Sex Change (reaching a new sexual identity) according to A. I. Belkin, involves biological, social and psychological aspects. The main fear during sex change was manifested not in front of biological and psychological transformation, and to the social (A.I. Belkin., 1982).

Sociologist A. I. Kovalev said that in his youth questioned the identity of the previously-found: awareness of the need to solve the problem of adults is an experience of how the individual looks in the eyes of others in comparison with his own ideas about themselves. Thus, the new, final step before adulthood identity is more than the sum of the children's identities. Also, A. I. Kovalev and V.A. Lukov indicates that a new identity has a sense of confidence that the internal identity and continuity combined with the continuity and identity of the individual values for the other. This confirms the identity of the individual willingness to integrate all their previous identification (individual and personal) to perform social roles of adult (A.I. Kovaleva, V.A. Lukov, 1999).

The analysis of approaches to the issue of gender identity allows us to represent the current understanding of gender identity as a result of progress and integration of human biological sex and a specific set of cultural characteristics that define associated in society as male and female behaviors and attitudes; this categorization of the individual himself as a representative of the male, female or androgynous groups, assimilation and reproduction of gender - due roles, attitudes, representations.

CONCLUSIONS.

Discussing further thesaurus of our study, it should be noted that although the basis is taken N.D.Smelzera (1994) terminology, the term "sexual role" in this study is replaced by "gender role" and is defined as a course of action, the disposition in relationships and other features that are included in socio-psychological concept of the role and deterministic floor. It is assumed that gender-specific behavior of the person in management manifested in the form of gender policies - the preferred means and methods of achieving the objectives due to floor manager.

As a significant factor of role-specific behavior strategy stands head orientation. In general, the male gender oriented strategy can be described as an orientation primarily to the external environment of the organization: external communication, interaction in unstable, constantly changing environment; female - as the focus primarily on the internal environment of the organization: to interpersonal relationships, maintaining a stable psychological microclimate. The specifics of the preferred orientation of trends leads to the fact that gender differences in the implementation of management roles provide more efficient men in areas related to the leadership of the organization and staging purposes, the women - in the field of motivation, the implementation of effective communication and decision-making.

After analyzing the theoretical foundations of the concept of the social construction of gender can present its basic tenets, summarized in the conceptual scheme:

1. This approach is based on the distinction between biological sex and social category belonging to the floor. Biological sex is determined by the presence of anatomical and physiological characteristics, and the categorization of sex occurs in situations of interpersonal interaction.
2. Gender is constructed on the social and individual levels. On the one hand, it is created through socialization, division of labor and gender roles of the system, the family, the mass media; on the other - is constructed by the individuals at the level of his consciousness, the adoption of social norms

and adjusting to them or disorder, to create their own rules and relationships. The subject not only acquires and reproduces gender relations, gender rules, but also creates them.

3. Gender relations permeate many aspects of human experience - the construction of the "inner self", family life, state, economic, etc.

4. The assignment of individuals to one category or another on the basis of gender is a significant feature of social competence.

5. Successful cooperation is based on the possibility of uniquely identifying the interlocutor floor. Categorization of accessories on the floor is the base of ordinary, everyday interactions; it becomes necessary background unreflecting social communication.

6. The attribution of sex is expressed in gender and the display takes place according to the rules of creating gender, accepted in a given society.

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