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**GENDER STEREOTYPE AS A SOCIAL AND PSYCHOLOGICAL PHENOMEN OF TRAINING OF MUSIC TEACHERS OF UKRAINE**

 In today's information age international educational contacts in the artistic realm are expanded, enabling the implementation of interchange concerning practical experience of teaching students at the university with art direction. At the turn of the modern international requirements to carry out joint research projects aimed at creating conditions for the harmonious development of the individual and its fulfillment uniting efforts of scientists from different countries are necessary. Participation of the scientists of Ukraine in this process contributes the integration of Ukraine educational system into the global educational space. The goal of Ukrainian education that corresponds to the tasks of international projects is reflected in the national program «Education. Ukraine of the XXI century», in government program «The concept of national education». An important purpose of pedagogy according to D. Marzec (2001, s. 104), «is to educate humanity in the person that puts on the first place the achievements of civilization».

This integration process of renewal and development is one of the leading factors of improving art education in Ukraine. At the same time, it is a premise for building the competitive productive forces which are able to prove themselves positively in the international educational and scientific and artistic activities. The system of art training is directed to the needs of the individual, in his professional self-determination. However, it has been managed to identify a number of contradictions. Above all, between the existing level of introduction of gender ideology in education and traditions of professional training for music teachers; between the students need in self-expression and the ability of music education to satisfy this need. The solution of the aforementioned contradictions requires new approaches: the organization of training of future teachers in higher education taking into account their gender characteristics on the basis of understanding the concept of « gender stereotype of student «, implementation in practice of effective remedial technology pedagogical work of teachers, which would facilitate the development of a new level of quality of education by enhancing the factors of students' development and directing them to further enlargement of educational strategies. In this regard, it is relevant to ascertain in the context of the study of gender stereotypes as a social and psychological phenomenon of training Ukrainian teachers of music the need for psychological and educational support of students during their socialization in the learning environment in order to create favorable conditions for professional development.

The problem of media impact on the consciousness of a personality found its coverage in the works of Ukrainian and foreign researchers. The scientists identified the main elements of the process of social influence : personality and informational influence (R. Baron, R. Belanova, A. Wolanska, V. Shaves, B. Golovkin, V. Goncharenko, A. Dolgov, O. Kreyder, V. Kochetkov, D . Meyers, J. Richardson, V. Shakun et al.), a major resource of such effects distinguish information and knowledge (D. Bell, M. Castelli, Y. Masuda, A. Rakitova, A. Toffler, A. Touraine, M. Fassler) patterns, mechanisms and means of psychological impact (G. Ball , M. Burgin, Y. Dotsenko, T. Kabachenko, G. Kovalev, Y. Sidorenko, V. Sheinovo et al.). However, it is unclear the number of sources from which can be carried out social impact on the identity, as well as a quality level of this exposure.

The process of full integration of the individual into the social system in which occurs its acclimatization, is discussed as socialization in the scientific literature .To the fundamental works, which highlights the problem of gender identity and socialization of students, belong the works of such scholars as a T. Govorun, N. Horodnova, I. Yevtushenko, O. Kikinedzhi, D. Kolesov, V. Levitsky, T. Lehenina, D. Logvinova, A. Mruh, A. Mukhin, L. Popova et al.

In modern pedagogical science and practice the possibility of using a gender approach in the teaching process and teaching specific disciplines in higher education are defined. Special attention was paid to the works of such scholars as A. Apartseva, O. Babenko, I. Gerasimov, T. Golovanov, A. Kamensky, A. Klimenko, I. Klotsyna, L. Kovalchuk, A. Komarov, I. Cohn, W. Tailor, P. Matyushkova, I. Muntean, A. Ostapchuk, N. Pryhodkina, N. Rudenko, L. Smolar, J. Starovoitova, V. Sukovata, M. Umanova.

The purpose of the article is to define the concept of «gender stereotype of a student», identification and determination of its nature and the role in art education as well as in ascertaining the feasibility of pedagogical influence on the transformation model of gender stereotypes of a student, indication of conceptual differences of the stereotype in this context, and on this basis to reveal the dependence of objectively existing process of preparing musicians, teachers of Ukraine.

The consideration of the examined problem requires the definition of a stereotype. According to the Dictionary «Stereo» (from the Greek Stereos - solid, solid, volumetric, spatial) is considered as hardness, consistency (Prohorov 1981, s. 1282). Further, in accordance with the psychological dictionary «a type» is seen as a concept that is used for «denoting the classification of different groups of individuals that are qualitatively different from each other in their essential features» (Wojtek 1982, s. 192). That is, the use of the term «stereotype» involves our understanding of a certain sample endowed with character of constancy, and envisages its copying. As each person is committed to self-determination that is why he consciously or subconsciously associates himself with a certain stereotype. According to psychologist B. Bratus, semantic structure is a special psychological substance of a personality, that defines its own reflections. Since that assumes the interaction of the personality in a certain environment it is necessary to define the notion «gender» which is presented by T. Doronina as «social sex, i.e. a set of social and interpersonal characteristics of the person that are associated with the belonging of a man to male and female « according to the socio-historical conditions (Doronina 2011, s. 87).

On this basis the definition of the notion « gender stereotype of a student «(hereinafter - GSS) is being made possible as a subspecies of social stereotypes, namely as the a stable model of perception for a certain group of individuals who are of the same biological sex, but include a set of personal characteristics, restricted to a specific social relations and acting within a cultural area of the educational environment, adhering to established rules and regulations. Obtaining the status of a student by a personality is a prerequisite for the acquirement of GSS. So R. Zobov, O. Zdravomislova believe that the person becomes consolidated in the society in accordance with the measurement status, that» determines individual opportunities of education , professional activities, access to power, sexuality, family roles and reproductive behavior» (Zdravomislova 1996, Zobov 2002). In addition, the French sociologist R. Boudon believes that each person during the training appropriates specific properties of the profession, into which the overall achievements in science and practical pedagogical achievements in this educational field are included (Boudon 1977).

This requires the definition of «GSS model» in the context of the use of pedagogical influence on the individual student's learning process in higher education institutions in three aspects. Firstly, only a model that allows determining the characteristic parameters of learning activities of a student allows using it. Secondly: only model, the content of which has a solid core in the form of established rules and regulations for students, makes possible the resistance on facts avoiding long arguments. Thirdly: the model while maintaining the historical facts of the institution (outstanding teachers, traditions , educational achievements of students and others), makes possible transformation of the personality's aims, their salient features and structural elements of the model itself. Considering possible models, we note that they differ by type: functional model (reflecting the functioning of the external form) structural model (reflecting the structure of the holistic, and the relationship of components in it), the combined model (combines functional and structural characteristics of the model). Thereupon we define model GSS as the combined one.

It should be noted that the GSS is not static, but changes according to changes in a given society, and provides for adjustments to the life of the personality, who is learning (Doronina 2011). In this regard, S. Krawcewich said that a person who works as a teacher is in direct contact with the student who manifests himself in the process of training activities. This requires teacher's intelligence on the individual level of the student, his instincts and abilities to form professional knowledge and skills in him. Researcher defines that the task of the teacher is to ensure the content of the teaching discipline which corresponds to the training needs of a student, his interests (Krawcewich 1988).

We should note that certain gender stereotypes are created for the implementation of social influence on personality. The latest, we understand as a purposeful process of intervention in the personal sphere of an individual to ensure him by the set of gender stereotypes that foresees the use of such means of exposure as an explanation, stylistic devices, graphic techniques, etc. This is made possible thanks to the activation of auditory and visual analyzers of the individual. With the development of modern information technology occurred and dynamic enhancement of such effects by means of signs, symbols and colors». As a result of the impact of certain items and phenomena of the world on the senses a visual image that is relevant to the specific objects of the external world is formed» (Tomashevskiy 2007, s. 148). At the same time, analysis of the impact of auditory elements of information shows that there are certain ways and means due to which the attention of the learner is concentrated:

1. Intonation. Some pieces of information are submitted brightly and expressively, intonation of ups and downs, but the others on the contrary, are expressed monotonously in the low register.

2. Time and space boundaries. Taken into account the most active for a person day time, optimal duration of the message, interval between the constituents of the message elements

3. Stylization of details. Selection of the material by involving the exemplars of music art involves the unity of the style with the text message, and takes into account the age of the learner.

4. Special effects are applied according to the chosen subjects for the intensification of exposure on auditory analyzers.

The effectiveness of external influences on the process of acceptance of information about GSS by the person depends on their values and meaningfulness .Social assessment and argumentation in this process stimulates of the learner to evaluate information actively and compare it with their aesthetic attitudes based on experience. Among the arguments in favor of the GSS one can specify objective or logical which are aimed at disclosing its nature, evoking certain associations and emotions. Emotional impact involves stimulating certain emotional state of an individual for awakening her desires and aspirations. Such effect is systematic and assumes learner's concentrating on one or two important points.

At the same time, realization of an impact on the formation of GSS in the system «pupil - student» can be carried out both at private level, where, for example , a teacher of music in some way affects the students for achieving certain academic goals, as well as at the state level through the media. That assumes unstructured or structured way of managing. Thus, unstructured way of managing the process of formation of GHS in the younger generation is focused on the conducting of the analysis concerning life phenomena by each person, targeted search data from different information sources in order to learn something consciously, to make an independent choice. This, in turn, generates expectation of expression of a personality in action. Considering the structural way of managing by the process of forming GSS we should note that this includes controllability with ensuring involuntary nature of mind when a person allegedly accidentally noticed some information without orienting on them from every side. The compositional structure of the data structure where the message hints on some features of the presented object is used for it. These messages appear unnoticeable, but provoke the feelings, manage the attention of a learner. The last may not fully understand why he subsequently relates himself with a specific GSS. Confirming this Nesvit G. notes that modern technical base in the form of global electronic networks has turned information into a powerful productive force, where a total hypnotization, the impact on the subconscious of the individual are used (Nesvit 2001). In this process, one of the most powerful tools that are used to manipulate the minds of the individual is advertising. I. Solychuk claims that advertising works now «in the market of meanings, styles and way of life» (Solychuk 2012, s. 149). Purposeful use advertising as a means to influence the subconscious mind of the individual is associated with the process of perception of information. In psychology, the process of perception is understood as «reflection of objects or events in the totality of their properties and parts at their direct impact on senses. Perception depends on the certain relationship between feelings which interaction depends in turn on the connections and relationships between qualities, properties, various parts that are part of the object or phenomenon» (Bohoslovskyy1981, s. 195). That is, perception of GSS - is just one of the mental processes that are inextricably linked to the others, and goes by stages:

- directly by senses when a personality involves imagination, his feelings are exacerbated;

- role identification, whereby the personality puts himself on the place of the presented object, whom he liked;

- active evaluation, which is done by the analysis and comparison;

- understanding of the essence of GSS. It is made by active involvement of the individual in the process of reflection, which is carried out by comparing data from different information sources to achieve of such final result as the developing the own opinions.

Personality's perception process of the knowledge concerning gender stereotypes of a student (GSS1; GSS2; GSS3 etc.) provides stereoscopic effect by which the perception of these stereotypes takes place in accordance psychological peculiarities(hereinafter - PP) of the individual. As a result, the person gets an idea about stereo pairs: GSS1: PP; GSS2: PP; GSS3: PP etc. Correlation of obtained stereo pairs assumes the identification process, resulting in «priority stereo pair» at which personality manifests itself in action as gender. This process is also dependent on the life experiences of the individual. At a young age a person often chooses the stereo pair as a priority one, and in adulthood its replacement with another is made possible.

It should be noted that a priority stereo pair in action involves self-expression of a personality through the reaction on an object or phenomena. In accordance with the encyclopedia concept «reaction» (from the latin action - action) is defined as an action, state, a process that arises in response to external influence (Prohorov 1981, s. 119). Considering the process stereotypical reaction L. Malitska notes that «personality is rarely fully aware of the situation, and only concentrates his attention on one typical element of available information» (Malitska 1995, s. 31). Since the obtained correlation in the stereo pair of priority is approximate, this involves the distribution by type of reaction. If by a small percent ST ≤ P, a «homogeneous reaction» appears. The term «homo» (from the Greek Homos − equal, mutual, common) is defined as similar, unique, belonging to the same (Prohorov 1981, s. 325). That is, the available result of a student’s learning activities in this case corresponds to the expected result. A defined exaggeration aside PP indicates that the student sincerely carries out educational activity, which is characterized by a high level of his activity and responsibility for his learning actions. In case that by a certain percentage for ST ≥ PP, «heterogeneous reactions» appear. The term «hetero» (from the Greek Heteros - other) is defined as another, different (Prohorov 1981, s. 301). It is a testament that obtained existing results a student's learning activities do not meet the expected result. Exaggeration aside ST appears as indicator of the underdevelopment of personal attitude of a student to professional training. This may be the result of not understanding by the personality of himself in the new student status as a future music teacher, due to the uncertainty of educational goals. As a result, the student carries out learning activities superficially and shows passivity in the learning process. This gives grounds to determine that a type of personality's reaction on the phenomenon determines the rate constant of this process. As a result, there are changes that are individual for each student, and affect significantly the quality of its training activities.

Stereotype of priority by virtue of the informational saturation affects the GSS model, and generates a reaction of connections. Last appears as a force of countering (by Newton's law) in the presence of forces that affect connections. At the same time, the selected priority stereotype limits actions of personality who shows himself only to the extent permitted in a certain educational environment.

It should be noted that a student in the socialization process must perform his other functions that requires equilibrium in the process. If there is a deviation in any direction, it leads to disruption of harmony in the life of the personality. L. Malitska notes that «stereotypes include both positive and negative experiences of men» (Malitska 1995, s. 32). Consider the GSS, where a young girl, simultaneously to scientific and engineering studies at the university, which takes time must prepare for self-realization as a woman, mother. This training primarily assumes the ability of the individual to establish relations with the opposite gender. If a student studies well, but remains alone, that is perceived in a social setting as a deviation. This realization may lead at some personalities a transition of emphasis from professional training onto arranging personal life. Along with that, on the student as a guy influences GSS where he has to be realized as a specialist, «strong man.» The last is defined as the achievement of material prosperity. In the case the guy is a musically gifted person, during the studying process he directs actively his potential on self - expression in the educational activity. At the same time, student's awareness of his average abilities to professional education compels him to seek another sphere to prove the man's own dignity. It is in any case only leads to student's avoiding his learning responsibilities, and, consequently, an underestimation of his professional development.

Considering the GSS model taking into account the biological, social and psychological level , we agree with the opinion of T. Doronina who believes that the psychological and social levels undergoes correlation (Doronina 2011). Therefore, the pedagogical work of teachers of higher educational pedagogical institution should be directed on the diagnosis of already formed models have GSS of each student, with further Implementation of pedagogical influence on the process of necessary transformation of the model wherein future teachers will be able to develop harmoniously as a self-sufficient person and a competent specialist. This requires the determination of the characteristic features of the GSS model of the acquired person GSS model acquired by a person, which we define as the original. Herewith, student's identification of himself as gender is central of this model. Detection of inconsistencies of the model towards the educational environment, requirements of professional training, and educational needs of a student requires the creation of such a design model, at which a harmonious development of the creative personality of the student is made possible. This designing requires teacher's consideration of individual psychological characteristics of a student, his existing musical abilities and aptitudes, and communication skills. In such educational work it is necessary to clarify the direction of the individual development of a student that assumes psycho-pedagogical correction of educational activities as a social unit that interacts in an educational environment.

These data serve as a sufficient basis for concluding that the integration process of Ukraine into the educational space is important because it contributes to the solution of new educational and learning objectives. Such conditions greatly increase the role of arts education. In preparation of music teachers it is necessary to take into account the development of information and technological progress that increases the possibility of an impact on the psychological consciousness of the individual as gender. This multi - effect, aimed directly or indirectly at the formation of a certain gender stereotypes, according to which a person as a social being acts in society by its laws, adhering to established rules and regulations.

At the same time, uncovering the idea «Learn to teach» in the basis of all educational technologies researchers see the learning process, granting of a teaching support to a future teacher of music without taking into account its gender specific. We believe that modeling is the basis of the transformations process, in the result of which such components of the original model GSS as gender peculiarities, musical abilities, individual level of the professional development, training needs and interests of the student are turning into a promising model, and pedagogical actions of the teacher in the management of this transformation process. Precisely paying attention to the student's personality is presented as a factor of a successful solution of the issue of radical humanization of education at the European community.

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Streszczenie

Problem integracji systemu artystycznej oświaty w Ukrainie z oświatą światową, przede wsyzstkim z óswiatą europejską, uwarunkowany strategiczną polityką Ukrainy w odniesieniu dointegracji z Europą i światem. Realizacja ważnych zadań oświatowych nowych czasów warunkuje konieczność rozwoju badaczy w różnych gałęziach pedagogiki, szczególnie z zakresu teorii i metodyki artystycznej oświaty. Wprowadzono jakościową analizę badań,wykonanych w warunkach niezależnej Ukrainy, dotyczących problemów wpływy środkow masowej informacji na świadomość jednostki, gendernej identyfikacji i socjalnego adaptowania młodzieży uczącej się, wykorzystanie gendernego podejścia do wspomagania procesy dydaktycznego. Socjalny wpływ zaznacza się w kształtowanji gendernego stereotypu studenta oraz w nowym rozumieniu celów kształcenia, które rozumie się jako przygotowanie jednostki do życia i pracy zawodowej. W związku z tym przeanalizowano treść pojęcie «genderny stereotyp studenta» i jego rola dla kształcenia zawodowego. Szkoła wyższa będzie współdecydowała transformacji modelej gendernego stereotypu, które rozumie się jako korygowy proces co do przebiegu reform kształcenia zawodowego w Ukrainie.

Słowa kluczowi: artystyczna oświata, przyszły nauczyciel muzyki, gender, genderny stereotyp.