

The Effect of Gender Stereotypes on the Socialization Process

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Abstract: In this article, the impact of gender stereotypes on the process of socialization of a person and some results of research conducted in the meantime are mentioned.

Keywords: stereotype, sex, man, woman, masculine, feminin, self-awareness.



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Introduction: Society today relies heavily on gender to generate individuals' understanding of themselves as well as their actions and required social participation. Gender stereotypes that exist since birth guide socialization processes in a substantial manner. Gender-based stereotypes create self-perceptions and social perceptions of others that modify family relationships and work opportunities and childhood emotional experiences. The article investigates how socialization processes would react to gender stereotypes using historical analysis coupled with modern research findings.

In today's modern society, the results of human activities in all areas of material and spiritual production are becoming increasingly relevant. In this process, the concept of "gender", which has been widely used in scientific communities in recent times, plays an important role not only in a person's self-awareness and perception, socialization, and professional activity.

The concept of "gender" first appeared in the works of R. Stoler in 1963. Later, the term "gender", originating from linguistics (gender - species), began to be used to interpret the cultural characteristics of men and women, as opposed to the set of biological - genetic, physiological and reproductive characteristics. With the help of the concept of "gender", the natural in a person was structurally separated from the acquired (cultural). The introduction of the concept was made in the 30s of the 20th century in the works of M. Mead on ethnography. Gender is:

- social sex, which implies, in particular, the determination of personality and group behavioral characteristics and the legal and social position of an individual in society;
- biological sex, as a set of morphological and physiological characteristics, also determines individual behavior associated with the orientation and manifestation of erotic feelings and experiences [1].

Common stereotypes include the idea that there are many gender differences in empathy and emotionality. When we talk about differences between men and women, we often assume that women are better at expressing their emotions than men and are more likely to sympathize with

others. The belief that women are indeed more emotionally expressive than men is one of the rare findings in the study of gender stereotypes. Differences in emotionality between men and women can be viewed at several levels. At the first level, we are concerned with the ability to understand the emotional state of others (empathy) and the ability to express this understanding (empathic expression). At another level, we are interested in the way a person experiences their own emotions (emotional experiences) and the ways in which these emotions are expressed (emotional expression).

S. Bem argues that the search for global dimensions of masculinity and femininity or gender role identity is a clearly illusory task. "The psychological characteristics and behavioral structures that distinguish men and women in a given period and culture may not only be diverse, but also have different roots and may vary relatively independently in different individuals" [3]. Methodological difficulties do not reduce the relevance of studying the psychology of sex differences in socio-psychological characteristics and the psychological portrait of a person in professional activity, but they emphasize that such studies must necessarily be interdisciplinary, taking into account the dynamics of social gender roles and the ethnocultural characteristics of the subjects.

1. The concepts of masculinity and femininity reflect the mental and behavioral characteristics that are "objectively inherent" to men (masculinity) or women (femininity) (as I. Kohn stated).
2. The concept of masculinity and femininity includes various social perceptions and ideas, which determine what kind of men and women are and what characteristics are acceptable to them.
3. The concepts of masculinity and femininity reflect the normative patterns of the ideal man and the ideal woman.

Thus, the gender norms of the first group can be defined as norms that classify men and women using certain personal qualities and socio-psychological characteristics that are reflected in the ideas of masculinity and femininity. For example, women are characterized by such characteristics as passivity, dependence, emotionality, conformity, and men by activity, independence, competence, irritability, etc. As we can see, the characteristics of masculinity and femininity have opposite poles: activity - passivity, strength - weakness. According to the research of N.A. Nechaeva, the traditional ideal of a woman includes such qualities as loyalty, loyalty, modesty, femininity, charm, obedience. Most of the participants in the survey she conducted approached the qualities and characteristics that characterize men and women from a traditional point of view, for example, a woman is gentle, charming, loyal, and a man is active, reliable, strong.

The second group of gender norms is associated with the reinforcement of certain social roles in the family, professional and other spheres. Women are usually assigned family (mother, housewife, spouse) roles as the main roles, and men are assigned professional roles. I.S. Klesina notes that "men are evaluated based on their achievements in their profession, and women are evaluated based on the presence of a family and children". The set of roles that are considered characteristic of men and women in a particular sphere (for example, family) is different. In the above-mentioned study "Social factors influencing the perception of gender roles", a survey was conducted among 300 people aged 18 to 60, as a result of which the following differentiation emerged in the distribution of family responsibilities between spouses. In particular, such roles as cleaning the house, cooking, washing and ironing clothes, and washing dishes were emphasized as characteristic only for women. According to the survey participants, the man's role in the family is to earn money, do repairs at home, and take out the trash. More than 90% of those surveyed supported the concepts "A woman's main duty is to be a good wife and mother" and "A man is the main breadwinner, the head of the family," which reflect traditional ideas about the roles of men and women in the family.

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Many studies abroad have been devoted to the study of gender stereotypes. Initially, they were aimed at studying the concept of stereotypes themselves, the forms of manifestation of stereotypes. Later, these studies delved into the mechanisms of action and explanatory diagrams by which this process occurs. The first studies in this area, conducted in the 1950s, identified the usual ideas of men and women about each other and the stereotypes that arise on their basis. In particular, the results of the studies showed that a positive male image is often expressed in the connotations of competence, activity and efficiency, and in women - in friendliness, kindness and emotional support. Among the negative traits characteristic of men are rudeness, authoritarianism, and in women - passivity, excessive emotionality, etc.

Further research in the 1970s focused on examining stereotypes of male and female abilities in various aspects of professional activity. The experiments found that participants rated men's abilities higher than women's.

Attribution theory is a theory about how people explain the behavior of others, whether they attribute the cause of their actions to internal dispositions (stable aspects, reasons, decisions) or external events. According to this theory, success or failure in performing a particular activity is usually attributed to two types of factors: stable (expected) and unstable (random) factors. In one of the experiments conducted by Kay Do and Tim Emsweiler, students of both sexes portrayed men or women who achieved good results. The students, both male and female, explained the reasons for the man's success, attributing his achievements to his personal abilities, and the women's achievements to the luck of the whole group. Thus, men's professional success is somewhat associated with stable factors (for example, their qualities or abilities), since men's deep knowledge is perceived as an expected factor that corresponds to the "masculine" nature of striving for success. Women's success in this regard is explained more by random factors (for example, luck or chance) than by stable factors. In their study, Shirley Feldman-Summers and Sarah Kiesler found that men who interviewed successful female doctors noted that they did not have enough knowledge, but at the same time they had a great interest in achieving success. That is, according to the participants in the experiment, the female doctor achieved success not because of her personal abilities, but because she really wanted it. The negative consequences of the influence of gender stereotypes are also reflected in the studies of Kay Do and Janet Taylor.

In their experiment, respondents listened to a tape-recorded conversation between a male and female student competing for a prestigious scholarship. The men who answered successfully were considered more knowledgeable by the respondents than the women who answered similarly. However, the men who answered more poorly were rated lower by the same group than by the female candidate. Thus, the studies conducted showed the influence of gender stereotypes on the

assessment of human abilities. At the same time, they have a negative effect on the assessment of the abilities of both women and men. The equal success of both sexes is attributed to the knowledge of men, while the success of women is attributed not to their abilities, but to their great interest in it or simply to luck. If a woman does not succeed in this regard compared to a man who does not succeed, she is not blamed as much. The cruelty of gender stereotypes requires men to be more successful, while for women, success in the workplace is not necessarily a requirement.

Thus, parents use ready-made schemes - gender stereotypes - when raising their children, as a result of which, under their influence, boys and girls form appropriate normative ideas about the characteristics characteristic of men and women from a young age. According to I. Klesina, this is "in boys - activity, determination, prudence, self-confidence, and in girls - submissiveness, passivity, dependence". According to our research, girls are usually instilled with such qualities as being well-mannered, neat, modest, feminine, and doing household chores. In boys, such qualities as courage, intelligence, responsibility, courage, steadfastness, the ability to defend themselves and earn money are encouraged. As can be seen, the set of characteristics instilled in men and women fully corresponds to traditional ideas (settings) about masculinity and femininity. They, in fact, reflect standard ideas about what a boy (man) or a girl (woman) should be. In this case The existence of different forms of behavior and their right to exist are rarely taken into account.

Thus, stereotypes are certain ideas about groups, people, events, such ideas can be close to reality, in some cases they can be incorrect or overly generalized. On the one hand, they simplify the worldview and help to quickly process the information received, on the other hand, they can distort reality and lead to erroneous generalizations. In this regard, gender stereotypes play an important role not only in the tendency of a person to self-understanding, but also in guiding his behavior.

Methodology: The research methodology combines an analysis of literature, theoretical evaluation and survey data from people aged 18 to 60. The research design combines qualitative and quantitative approaches to investigate the effect that gender stereotypes have on both social roles and human conduct. The research depends on psychological theories and sociological studies and experimental data from gender perception and socialization patterns studies.

Results and Discussion: Society demonstrates entrenched traditional gender stereotypes that affect how people perform at home and at work. Research participants viewed women as responsible for home care work before linking men to financial leadership roles. Based on stereotypes people associated male accomplishments with skill while they attributed female achievements either to good fortune or collective support. The existing gender norms continue to affect both individual self-growth and societal expectations of gender roles in modern society.

Conclusion: Gender stereotypes affect socialization because they determine how people understand themselves in addition to how they view their counterparts. Throughout early childhood society directs both boys and girls toward certain behavioral roles that they should exhibit according to their gender. Stereotyping prevents personal advancement while it maintains unfair treatment between individuals and modifies social positions in household settings and career domains. The creation of an equitable society depends on the necessary challenge of traditional norms.

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