

I. CHILD PERSONALITY DEVELOPMENT: PSYCHO-PEDAGOGICAL ASPECTS OF EDUCATION AND UPBRINGING



GENDER SOCIALIZATION IN AN ORPHANAGE

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The article was written according to the grant AP08857520

Summary. The article is analyzed the scientific problem of gender socialization of children in an orphanage. The essence of gender socialization of children in an orphanage is substantiated. Recommendations for gender socialization of children in an orphanage were determined.

Keywords: gender; socialization; orphans; orphanage.

Gender socialization is the process of assimilation of norms, rules of behavior and social attitudes by a person in accordance with the prescribed gender role. The process of gender socialization begins with the birth of a person and continues in various forms throughout his life. Gender socialization is one of the reasons for the difference in behavior between men and women. In the process of gender socialization, they learn different things and, as they grow up, behave differently. For successful adaptation and integration into society as a full-fledged member of it, the child must be brought up in a family where gender roles and behavior stereotypes are formed. Gender roles are assimilated through imitation of representatives of the same sex, through identification with them and separation from the opposite sex at certain age periods. It should be noted that children who are brought up in orphanages have limited opportunities to learn about gender roles. Research analysis shows that scientists analyze various aspects of gender self-awareness of children without parental care: features of the formation of gender identity in children deprived of parental care (Zhedunova L. G. [1], Kletsina I. S. [2]); the relationship of deviations of children from residential institutions with violations of the process of gender role identity (Sakenov J. J., Shnaider E. A. [3; 4]; Tikhontseva, N. G. [5]). Noting the fruitfulness of these studies, it should be admitted that many aspects of gender socialization of children in an orphanage remain outside the field of scientists' vision. The relevance and insufficient elaboration of the problem determined the

purpose of this article, which is studying the features of gender socialization of children deprived of parental care to find acceptable conditions that contribute to its normalization. In the process of psychological and pedagogical support of substitute families, the specialists of the orphanage mostly work with an incomplete family. These institutions do not have programs and recommendations for organizing gender education for orphans in an orphanage and a substitute family [2; 4]. In the conditions of an orphanage, distorted ideas about family relations are formed, gender identification is violated due to the dominance of female upbringing and the absence of male teachers working in orphanages. Children in orphanages do not have enough standards of correct male behavior. And the number of male children prevails among the orphans in the institution. Their number is increasing every year. One of the reasons: girls are more willingly taken into foster care and they adapt there more successfully. Male teenagers are practically not in demand as candidates for foster parents. In addition, they are more prone to deviant behavior and delinquency. Therefore, this category of children especially needs and is useful positive male influence, participation and support. The structure of the model of gender socialization in the orphanage and foster care was developed in the following areas:

1. Study of gender aspects of education.
2. Enrichment of the positive experience of communication of orphans with representatives of both genders.
3. Gender socialization as a subject of support for a foster care.
4. Increasing the professional competence of pedagogues in matters of gender socialization of orphans.

Based on the results of the diagnostic study, we have developed a developmental program for the formation of adequate gender perceptions and relationships among children, which includes various forms, methods and techniques of group and individual work with children from the orphanage. In group lessons, teachers used role-playing games and dramatizations, video technologies, methods of individual and group reflection. Teachers-psychologists and teachers of additional education organized trainings, educational meetings, circles and clubs of gender interests in the orphanage and in the health camp. An intense experience of involving children in various activities that are typically male and female in society was organized by creating an environment for enriching gender-sensitive experiences:

- during the work of the health camp were organized places for boys and girls according to their interests, where children were involved in joint activities with adults;
- in the orphanage, the social apartment as a zone of gender socialization became a platform for enriching gender experience, where conditions were created for the implementation and differentiation of home skills and a carpentry workshop, where classes were organized according to the plan of the social action – Sunday Dad and Sunday Mom.

The social action was carried out with the aim of attracting volunteers – men and women for organizing leisure activities and teaching practical gender skills to children in the orphanage. An important component of this action was the organization of a partner volunteer club. At their meetings, male and female teachers of the orphanage and male, female volunteers compiled a register of household chores and leisure activities for children, and developed a plan for organizing Sunday clubs, circles, studios, workshops of children's interests. The volunteer club in the orphanage was created with the aim of forming gender socialization of orphans. The participants included representatives of the military unit, police officers, school teachers, university students, bank employees, businessmen, husbands of female-employees of the orphanage, male and female foster carers, senior orphans and male and female teachers of the orphanage. For the full-fledged activity of the club, a charter, a club program has been developed, meetings with interesting people of various professions, visits to workplaces, workshops of household chores, the organization of fishing, military sports games are organized. Gender socialization of orphans and children left without parental care was also carried out through the creation of a special environment. The children's living space was enriched with places for gaining gender-meaningful experience, where the orphans were involved in various activities that are typically male and female in society.

Orphans also received practical skills in the carpentry, locksmith, sewing workshops, in the classroom of home skills under the guidance of the teachers of the orphanage. A useful platform for acquiring life experience has become a social apartment as a zone of gender socialization, where conditions have been created for mastering domestic skills. It is a place for social trials, promotes the development of male and female roles in the household, educational, and work spheres of life. Living in an apartment, orphans are given the opportunity to independently organize their life activities. During the implementation of the project, orphans and children left without parental care acquired adequate ideas about the role of men and women in the family, about their own belonging and belonging of other people to a particular gender, knowledge about the family, its composition, kinship relations, the distribution of family responsibilities, traditions.

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