

solve mentioned and many other problems in order not to lose its position in the market in the near future.

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IMPACT OF GENDER STEREOTYPES IN THE PROFESSIONAL DEFINITION

In the modern world, interest in gender stereotypes is only increasing. The question is raised about the assessment of a person not from the side of gender, but of individuality. Gender stereotypes deprive society of valuable personnel, because they affect the worldview of an unformed personality. The study demonstrates the influence of gender stereotypes of the microenvironment on the professional interest of the younger generation.

The problem of the relationship between gender stereotypes of the microenvironment of the individual and professional interest in certain areas was the goal of our study.

We used the questionnaire “Gender education of older preschoolers” by N.A. Barannikova and “Semi-standardized interview” by V.E. Kagan and “Interview with a child of preschool age (3-6 years)” [1], [2], [3].

In response to the questionnaire “Gender education of older preschoolers” N.A. Barannikova we made the main statements, to which the parents gave a more stereotyped answer.

Question	Answer
Do you consider the gender of the child when choosing toys or games?	Yes (98%)
Do you make sure that the child's behavior in the game complies with the moral standards imposed in society on people of his (her) gender?	Yes (55%)
Do you think it is necessary to select clothes and dress the child according to the gender?	Yes (91%)
What character traits should be formed in girls?	caring for loved ones, kindness, responsiveness, honesty, accuracy, neatness, sensitivity, attentiveness, being yourself, responsibility, ability to behave, fidelity, goodwill, calmness
What character traits should be formed in boys?	masculinity, justice, honesty, generosity, attentiveness, kindness, decency, humanity, not to be afraid to show emotions, care, responsibility, the ability to take care of yourself and your loved ones, the ability to behave, keep your word.

It should be noted that 55% of respondents do not separate family responsibilities by gender.

The parents themselves (91%) confirmed the idea that it is the child's microenvironment that directly forms the sex-role attitudes, and only 9% spoke about the additional role of the educator in this process.

In V. E. Kagan's "Semi-Standardized Interview", the children successfully coped with their gender self-identification and nothing has changed in their future gender and age status. A significant role was played by gender stereotypes of the microenvironment (family) in determining the profession based on the material "Interview with a child of preschool age (3-6 years)".

Profession	only girls		only boys		only together	
	girls	boys	girls	boys	girls	boys
Cook	33,3	-	33,3	17	33,3	83
The hairdresser	67	33	-	17	33	50
Doctor	17	33	33	-	50	67
Astronaut	-	-	100	50	-	50
Salesman	33	-	-	-	67	100
Driver	-	-	17	-	83	100
Builder	-	-	83	66	17	34
Teacher	67	50	-	-	33	50
The president	-	-	67	34	33	66

So the profession of an astronaut is considered by girls to be purely masculine, the builder and the president are predominantly male, boys are less inclined to distinguish between professions, but the builder is considered a more masculine direction. The service sector (hairdresser, seller), medical (doctor) and pedagogical (teacher) include a female or general orientation.

The professional vision is influenced not only by the formed character traits of the child of both sexes, but also by the influence of the parent's opinion about the profession as an authoritative figure. It will also be noted that it is difficult for the child to form an independent opinion about the profession due to the predominance of any gender in it (for example: female in the service sector), but in this case, we consider the unappreciated help of an adult or the provision of an alternative to be true.

Thus, from birth, the child is fixed in the norms of his gender, which in the future can form irrational attitudes that interfere with the normal professional development of the individual. Such attitudes can deprive society of unique individuals capable of the most effective interaction based on individual characteristics. Therefore, we consider it necessary not to strive to consolidate certain patterns of behavior "boy-girl", but to the prevalence of individuality over gender.

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