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GENDER DIFFERENCES OF THE HIERARCHICAL STRUCTURE VALUE FINDINGS OF DIFFERENT AGE PUPILS

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Abstracts

Actuality: This article contains reviews of various aspects of gender-related problems and gender-related approach to physical education of pupils. **Tasks of the Article.** The learning of the differences of hierarchical structure value findings of the different age youth. **Methods:** For examining the hierarchical structure value findings the method of M. Rockkicha and questionnaires of S.Bem were used. Pupils of 5–10 forms took part in a researching.

Results of the Study. It is proved that age-related aspect between male and female as common foreground value findings does exist at the same time there are significant differences in selection of terminal and instrumental values. Thus, it is evidenced about age-related changes of foreground qualities thanks to which pupils are able to achieve their goals. Psychological connection of sex in terminal and instrumental values hierarchy is also studied (femininity, masculinity, androgyny). Differences in selection of own foreground values between boys and girls are detected. **Conclusions.** Interests, reasons, value findings in the sphere of physical culture, pupils' attitude to motor-related activity should be studied, in order to shape strategy of attraction of youth to regular physical activity. Orientation to single mark of biological activity or psychosocial system can't be the only thing in creation early mentioned system. That is why accounting of physiological and motor-functional peculiarities of pupils beside the complex of biosocial attribute is needed. Thus, it is so important that the physical education process of pupils should include gender approach.

Key words: pupils, gender-related differences, physical culture, sport, girls,guys, value findings.

Тетяна Круцевич, Євгеній Імас, Оксана Марченко. Гендерні відмінності ієрархічної структури ціннісних орієнтацій школярів різних вікових груп. Актуальність. У статті розглянуто різноманітні аспекти гендерної проблематики та гендерного підходу у фізичному вихованні школярів. **Завдання роботи.** Вивчення гендерних відмінностей у структурі ціннісних орієнтацій юнаків і дівчат різного віку та вплив психологічної статі на формування ієрархії ціннісних орієнтацій школярів. **Методи.** Для вивчення ієрархії ціннісних орієнтацій школярів та їх психологічного типу були використані методика М. Рокича, та тест-опитувальник Сандри Бем. У дослідженні взяли участь школярі 5–11 класів (564 особи). **Результати роботи.** Доведено, що у віковому аспекті між юнаками та дівчатами існують як спільні пріоритетні ціннісні орієнтації, так і досить суттєві розходження у виборі термінальних та інструментальних цінностей, що свідчить про вікову зміну пріоритетних якостей завдяки яким школярі досягають власної життєвої мети. Досліджено взаємозв'язок ієрархії термінальних та інструментальних цінностей з психологічною статтю школярів (фемінність, маскулінність і андрогінність). Виявлено суттєві відмінності у виборі власних пріоритетних цінностей між юнаками та дівчатами одного статеворольового типу. **Висновки.** Для формування стратегії залучення учнівської молоді до систематичних занять фізичною культурою, вивчаючи інтереси, мотиви, ціннісні орієнтації у сфері фізичної культури, їх ставлення до рухової активності, не можна орієнтуватися тільки на один з показників біологічної чи психосоціальної системи, необхідно врахування не тільки фізіологічних, та морфо-функціональних особливостей школярів, але і весь комплекс біосоціальних ознак особистості, впроваджуючи гендерний підхід у процес шкільного фізичного виховання.

Ключові слова: школярі, юнаки, дівчата, гендерні відмінності, фізична культура, спорт, ціннісні орієнтації.

Татьяна Круцевич, Евгений Имас, Оксана Марченко. Гендерные различия иерархической структуры ценностных ориентаций школьников разных возрастных групп, которые занимаются и не занимаются спортом. Актуальность. В статье рассмотрены различные аспекты гендерной проблематики и гендерного подхода в физическом воспитании школьников. **Задачи работы.** Изучение гендерных различий в структуре ценностных ориентаций юношей и девушек разного возраста. **Методы.** Для изучения иерархии ценностных ориентаций школьников была использована методика М. Рокича, тест-просник С. Бем. В

исследовании приняли участие школьники 5–11 классов. **Результаты работы.** Доказано, что в возрастном аспекте между юношами и девушками существуют как общие приоритетные ценностные ориентации, так и довольно существенные различия в выборе терминальных и инструментальных ценностей, что свидетельствует о возрастной смену приоритетных качеств благодаря которым школьники достигают своей жизненной цели. Исследована взаимосвязь психологического пола с иерархию терминальных и инструментальных ценностей школьников (феминность, маскулинность и андрогинность). Выявлено различия в выборе собственных приоритетных ценностей между юношами и девушками одного полоролевого типа. **Выводы.** Для формирования стратегии привлечения молодежи к систематическим занятиям физической культурой, изучая интересы, мотивы, ценностные ориентации в сфере физической культуры, их отношение к двигательной активности, нельзя ориентироваться только на один из показателей биологической или психосоциальной системы, необходим учет не только физиологических, и морфо-функциональных особенностей школьников, но и весь комплекс биосоциальных признаков личности, внедряя гендерный подход в процесс школьного физического воспитания.

Ключевые слова: школьники, гендерные отличия, физическая культура, спорт, юноши, девушки, ценностные ориентации.

Introduction. Physical education as a discipline in general education institutions, aims to solve tasks that are related not only to enlightenment, health and education, but also to form an important attitude towards health, a healthy life, and to take interest in active lifestyle. But, unfortunately, physical culture significantly loses its value among among today's youth. Children and teenagers prefer television and the internet. Despite the fact that the school is an educational institution which directs its function for the harmonious development of children, T.Y. Krusevich [8], A. G. Sukharev [11] and other scientists indicate reduction of motor activity of schoolchildren and as a result - decrease in physical state and increase the level of diseases. First of all, formation of value relation in the field of physical education is possible when the student is intended to realize the most important personal needs. If this is done, then the value relation can be formed and also further humanistic and cultural value orientations in the study are [4].

Despite the fact that gender issues relate to a new area of scientific knowledge and cover the academic environment very slowly, there is a big amount of scientific and pedagogical literature which can be used by us as the scientific foundation of modern research in a problem that is studied. Men differ from women not only in physiological characteristics, but also in a number of psychological features of the character. It is well known for a long time. Today there are more than 50,000 works in which the authors attest to the existence of sexual differences in various areas of human ontogenesis. [5]. Thus, during the analysis of scientific and pedagogical literature, in our scientific research we rely on the achievements in the field of physical culture, pedagogy and psychology in the context of organizing education and upbringing children, adolescents and young people in the process of their gender socialization. Also, on modern gender theories that reveal a whole range of problems. They are related to the implementation of gender equality in society and among youth.

Gender is the social sex of a person. Gender involves social and cultural norms which, in the society, are prescribed to be performed by people according with their gender due to power and dominance[3]. The term «gender» (gender) is used in modern domestic and Western humanitarian studies to determine the gender as a social phenomenon and the term as opposed to biological sex (sex). Sex is a biological definition and gender are the cultural and symbolic definition of sex. [3].

Numerous studies in the field of sports focus on the sexual dimorphism, studying the characteristics of the manifestations of women in sports and the differences in evaluating the sporting achievements of men and women, as representatives of various psychological sex. (M. Messner, 2000; L. Shakhlina, 2006, 2010). Gender studies of foreign scientists in the field of physical culture and sports designed to address gender equality issues and study how sports contribute to the formation of gender personality traits. [13; 14; 15; 16]. However, we found no fundamental works that have studied gender features of physical development of self-esteem and relationship between students belonging to their psychological type of personality that proves the relevance of our research.

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Tasks of the article: The learning of the differences of hierarchical structure value findings of the different age youth.

Material and methods of article. Analysis of scientific and methodological literature, a modified version of M. Rokich’s method for evaluating value orientations, questionnaires of S.Bem, mathematical statistics methods. Pupils of 5-10 forms took part in a researching. The results of the research were stratified according to the age-related periods of children’s physiological development and the biological sex. Certainty of the difference between the individual results was determined at the level of reliability $p < 0.05$ to $p < 0.1$, which indicates the possibility of taking into account the development of practical recommendations for physical training teachers and further interpretation.

Results of the study. Discussion. In accordance with the psychology understanding of the nature and features of the functioning of human value orientations, which make up their structure and content are divided into two main groups from the point of view of the goals and objectives that serve one or another value. The first group consists of goal values (terminal values), the second - values-tools (instrumental values) [4]. In our study, the concept of «value orientation» is understood as the choice of certain values done by boys and girls. The values mean their important life position and due to evaluation of which there is an opportunity to design and influence the motivational sphere of respondents.

Summarizing the hierarchy of values for schoolchildren of all age groups, namely defining a common average category, we analyzed the terminal values (table 1).

Table 1

The general rating of the students' terminal value orientations

№	Values	Boys, n = 282		Girls, n = 282	
		Rating	\bar{x}	Rating	\bar{x}
1	Self-sufficiency (independence in judgments and assessments)	9	4,09	12	4,16
2	Self-confidence (freedom from internal contradictions, doubts)	4	4,45	5	4,52
3	Wealth (no material problems in life)	15	3,90	16	3,78
4	Health (physical and mental)	2	4,60	3	4,58
5	Pleasure (life full of pleasures, pleasant pastime, lots of fun)	8	4,17	6	4,29
6	Interesting job	7	4,18	8	4,22
7	Love (spiritual and physical intimacy with your beloved person)	5	4,44	4	4,56
8	Freedom as independence in actions	12	3,99	13	4,04
9	Beauty (the experience of beauty in nature and art)	13	3,96	6	4,29
10	Good and loyal friends	3	4,58	1	4,75
11	Cognition (the possibility of expanding your education, outlook, intellectual development)	10	4,06	9	4,21
12	Happy family life	1	4,65	2	4,62
13	Creativity (possibility of creative activity)	16	3,67	15	3,88
14	Social recognition (respect for others, team, friends)	10	4,06	11	4,18
15	Active life	6	4,27	10	4,20
16	Equality (brotherhood, equal opportunities for all)	14	3,91	14	3,99

The most important terminal values for boys were: «happy family life» (average score for all sample 4.65), «health» (4.60) and «good and faithful friends» (4.58). All selected values are the main universal values. Preference was given to the following values: «self-confidence» (average score 4.45), «love» (4.44) and «active, essential life» (4.27).

«Indifferent values», which ranked 6th to 11th place: «interesting job» (4.18), «pleasure» (4.17), «independence» (4.09), «knowledge» (4.06).

The «rejected» values in boys of all age groups were: «beauty» (3.96), «equality» (3.91), «wealth» (3.90), «creativity» (3.67).

Girls priority values are the same, but in a different hierarchical order: «good and faithful friends» (4.75), «happy family life» (4.62), «health» (4.58). That is, for boys and girls these values have the main focus on one or another purpose of the activity. This allows us to characterize the personality orientation in detail. Values located at the bottom of the hierarchical structure («rejected») showed the insignificance of the goal for our respondents. The boys have the following values: «creativity» (3.67), «wealth» (3.90), «equality» (3.91). In the overall ranking, girls have the following values: «wealth» took 16th place, «the opportunity of creative activity» - 15th place, «brotherhood, equal opportunities for all» - 14th place. Thus, the hierarchical system of the basic values of boys and girls is similar in the overall ranking. An analysis of the terminal values of boys and girls has shown that each age group has its own peculiarities, among which there are some differences. At the same time, there are values that are equally important for boys of all ages.

We conducted an analysis of instrumental values in a similar logical sequence that was applied to terminal values. That is, how boys and girls will achieve their goals and what personal qualities they will use. Each goal has its own characteristics, among which there are some differences. At the same time, there are values that are equally important for boys of all ages. For example, «cheerfulness» has been a priority for boys regardless of age. Coherence in the proclamation of honesty and self-control is manifested in senior and junior pupils as a priority value. «Rationality» (the quality of making decisions based on clear thought and reason) takes the third position among young guys, but with age it goes to the values that are in the middle of the hierarchical system of values. Such values for boys are very significant, but they seem to be non-essential in comparison with the main goals of life.

Table 2

The general rating of schoolchildren's instrumental value orientations

№	Values	Boys, n = 282		Girls, n = 282	
		Rating	\bar{x}	Rating	\bar{x}
1	High demands (high claims)	16	3,17	16	3,03
2	Sensitivity (solicitude)	13	4,02	8	4,25
3	Upbringing (good manners, politeness)	4	4,36	1	4,56
4	Cheerfulness (sense of humor)	1	4,58	2	4,53
5	Efficiency in affairs (hard work, productivity at work)	6	4,32	7	4,28
6	Courage in defending your thoughts and views	9	4,23	6	4,33
7	Diligence (discipline)	10	4,12	14	4,03
8	Intransigence to the disadvantages of yourself and others	15	3,22	15	3,17
9	Broad-minded (the ability to understand another's point of view, respect other tastes, habits)	11	4,06	10	4,24
10	Honesty (truthfulness, sincerity)	2	4,47	4	4,49
11	Education (breadth of knowledge, high culture)	12	4,05	8	4,25
12	Self-control (restraint, self-discipline)	5	4,33	10	4,24
13	Tolerance (to the views and opinions of others, the ability to forgive their mistakes and delusions)	14	3,96	13	4,22
14	Strong will (the ability to insist and do not give up when there are certain difficulties)	7	4,31	12	4,23
15	Rationality (the quality of making decisions based on clear thought and reason)	8	4,26	5	4,34
16	Responsibility (sense of duty, ability to keep a word)	3	4,41	3	4,50

Comparing the ability to differentiate the values of students who are engaged and not engaged in sports, we can say that differentiation of such a value-system (the choice of the most important and insignificant self-values) better formed in those who related to sports. So, while studying the hierarchical system of schoolchildren's value orientations we found peculiarities and differences in determining the terminal and instrumental values of boys and girls by age and gender.

It is major importance of having two sexes. The first category in which a child comprehends itself is a sexual differentiation. L. Feuerbach pointed out that an individual's awareness of gender is a essential for successful personality development. He wrote «the personality is nothing without sexual development» [12]

It is now assumed that the entire complex of sexual differences (physical, mental, social) is a biosocial process. Sexual differentiation is not a function of an organism or an environment, but a cause of their interaction. Scientists suggest the opinion that the essence of the activity approach to the problem of sexual differentiation consists in determining place and role of activity in psychological sex formation [6]. This can have a significant impact on the formation of students' motivational priorities for physical education and sports.

Therefore, in order to identify the influence of the psychological gender on the hierarchy of students' value system, the next stage of the scientific experiment was to study the psychological type of respondents' gender identity (femininity, masculinity, androgyny) with the help of Sandra Bem's test. [3]. The Bem Sex-Role Inventory (BSRI) is one of the most widely used tools in research on gender roles. Masculinity and femininity (from Latin «masculus» – male and «femina» – female) is a set of attributes, behaviors, and roles generally associated with men and women. (Psychological Dictionary, 1990). After determining the psychological type of gender identity, the next step in the study was to conduct clustering of the IS Sandra Bem's test. Based on the results of the cluster analysis, 3 clusters were obtained which fully reflect the value of the IS investigated parameter.

Thus, the first cluster included all respondents, androgynous psychological type (IS from - 0.40 to 0.50). The proportion of the total number of respondents was 51,02 %. The second cluster includes masculine respondents (IS <-1) and psycho androgynous features of masculinity (from -2 to -0,50). The proportion of the total number of respondents was 15,72 %. The third cluster includes respondents of feminine psycho (IS > 1) and androgynous psycho with signs of femininity (from 0.60 to 2). The proportion of the total number of respondents was 33,26 %.

Thus, for the first time, we were the first to modify the system of evaluation by the index of the psychopersonality of the IS Sandra Bem's method.

The hierarchy of respondents' terminal and instrumental values with different types of gender identity is presented in tables №3,4.

Boys of the androgynous and feminine psychological type determined by those important terminal values: health, happy family life and loyal friends. Boys with masculine psychotype have a bit different hierarchy of values: happy family life and friends are also the most important, but the third position on the rating takes value - «self-confidence». Attention is drawn to the ranking of the individual value «independence». For feminine boys, it did not become meaningful and took the last place in the hierarchy of terminal values. Instead, for masculine boys, the value of «independence» is important and takes the middle of the hierarchical system. «Active life» is more typical for androgynous and feminine boys. For boys with masculine psychotypes, this remains on the last rating positions. «Interesting job» for feminine boys took the last place in the rating. Instead, for boys with masculine psychotypes this value is in the middle of the hierarchical system of their values-goals (5th place).

Summing up, the girls' terminal values with the manifestation of signs from different psychological sex, we did not find any significant differences between them. However, attention is drawn to the place, which took the value of «happy family life». This value was the most important only for girls with the feminine psychotype. Masculine girls prefer «loyal friends».

In the hierarchy of boys' instrumental values with masculine psychological type the most important are the values of interpersonal communication: «cheerfulness» and emotional attitude: «honesty». The third position was taken by «strong will» and «rationality». «Responsibility» (9th place) refers to the values of self-affirmation, but it was more important for boys androgynous psychotype (2nd place). We studied the peculiarities of boys' instrumental values with feminine psychotype. It turned out that they prefer the values of interpersonal communication - this is «honesty» and «upbringing», but the value of «strong will» is not essential at all for them and takes the 13th place. It can be traced back to a lack of masculinity in life. «Efficiency in affairs» – ranked by 10th. Instead, boys with feminine psychological gender-role type it takes the 4th place.

Summing up the value range of instrumental goals for girls, it turned out that for all girls the most important value was «good manners» (1 place). Then the hierarchy of values has a number of specific differences. Girls with masculine characteristics have a hierarchy of values that they consider to be equally important and necessary for them: «breadth of knowledge», «honesty», «strong will», «responsibility».

Instead, for girls with feminine psychotypes these values are not important. In the hierarchy of their instrumental values, «strong will» takes 10th place, «breadth of knowledge» – 13th.

Table 3

The rating of students' terminal value orientations with different types of gender identity

№	Values	Androgynous psychotype				Masculine psychotype				Feminine psychotype			
		boys		girls		boys		girls		boys		girls	
		Rating	points \bar{x}	Rating	points \bar{x}	Rating	points \bar{x}	Rating	points \bar{x}	Rating	points \bar{x}	Rating	points \bar{x}
1	Self-sufficiency (independence in judgments and assessments)	9	4,14	10-11	4,26	8	4,14	12	4,11	15	3,76	11	4,09
2	Self-confidence (freedom from internal contradictions, doubts)	4	4,51	4-5	4,53	3	4,40	7	4,33	6	4,29	4	4,53
3	Wealth (no material problems in life)	15	3,92	16	3,89	13-14	3,83	16	3,67	11-12	3,90	16	3,69
4	Health (physical and mental)	1	4,70	2	4,64	4	4,38	2	4,78	2	4,62	5	4,51
5	Pleasure (life full of pleasures, pleasant pastime, lots of fun)	8	4,15	8	4,30	7	4,21	7	4,33	7	4,19	6	4,28
6	Interesting job	7	4,21	6	4,37	5	4,29	7	4,33	13-14	3,81	12	4,07
7	Love (spiritual and physical intimacy with your beloved person)	5	4,49	3	4,54	6	4,26	3	4,67	4	4,52	3	4,57
8	Freedom as independence in actions	13	4,01	13	4,07	12	3,93	3	4,67	9-10	4,00	13	3,95
9	Beauty (the experience of beauty in nature and art)	14	4,00	7	4,31	13-14	3,83	10	4,22	9-10	4,00	6	4,28
10	Good and loyal friends	3	4,57	1	4,83	2	4,52	1	4,89	1	4,76	2	4,67
11	Cognition (the possibility of expanding your education, outlook, intellectual development)	10	4,07	10-11	4,26	9	4,10	6	4,44	11-12	3,90	9	4,14
12	Happy family life	2	4,65	4-5	4,53	1	4,67	3	4,67	2	4,62	1	4,69
13	Creativity (possibility of creative activity)	16	3,66	15	3,97	15	3,76	15	3,78	16	3,57	15	3,81
14	Social recognition (respect for others, team, friends)	11	4,05	12	4,17	10	4,05	10	4,22	8	4,10	8	4,17
15	Active life	6	4,36	9	4,29	11	4,00	12	4,11	5	4,38	9	4,14
16	Equality (brotherhood, equal opportunities for all)	12	4,03	14	4,04	16	3,69	14	3,89	13-14	3,81	13	3,95

Table 4

The rating of students' instrumental value orientations with different types of gender identity

№	Values	Androgynous psychotype				Masculine psychotype				Feminine psychotype			
		boys		girls		boys		boys		girls		boys	
		Rating	x_1 , points	Rating	Rating	x_1 , points	Rating	Rating	x_1 , points	Rating	Rating	Рейтинг	x_1 , балл
1	High demands (high claims)	16	3,14	16	3,04	16	3,17	16	3,00	16	3,35	16	3,02
2	Sensitivity (solicitude)	11	4,08	8	4,31	14	3,79	7	4,22	7	4,19	12	4,20
3	Upbringing (good manners, politeness)	7	4,31	1	4,54	3	4,33	1	4,44	2	4,62	1	4,58
4	Cheerfulness (sense of humor)	1	4,60	1	4,54	1	4,55	8	4,11	3	4,57	2	4,57
5	Efficiency in affairs (hard work, productivity at work)	4	4,39	11	4,24	6	4,31	6	4,33	10	4,00	6	4,30
6	Courage in defending your thoughts and views	8	4,24	5	4,41	7	4,26	8	4,11	8	4,10	7	4,28
7	Diligence (discipline)	10	4,17	14	4,06	12	4,07	8	4,11	10	4,00	14	3,99
8	Intransigence to the disadvantages of yourself and others	15	3,16	15	3,13	15	3,19	15	3,56	15	3,57	15	3,16
9	Broad-minded (the ability to understand another's point of view, respect other tastes, habits)	12	4,05	7	4,36	11	4,12	1	4,44	10	4,00	13	4,12
10	Honesty (truthfulness, sincerity)	3	4,43	4	4,47	2	4,45	1	4,44	1	4,67	4	4,51
11	Education (breadth of knowledge, high culture)	14	3,98	9	4,29	8	4,21	14	3,78	9	4,05	8	4,27
12	Self-control (restraint, self-discipline)	6	4,38	9	4,29	9	4,19	12	4,00	4	4,38	9	4,23
13	Tolerance (to the views and opinions of others, the ability to forgive their mistakes and delusions)	13	3,99	12	4,23	13	3,95	8	4,11	14	3,86	10	4,22
14	Strong will (the ability to insist and do not give up when there are certain difficulties)	4	4,39	13	4,20	3	4,33	1	4,44	13	3,90	10	4,22
15	Rationality (the quality of making decisions based on clear thought and reason)	9	4,23	5	4,41	3	4,33	12	4,00	6	4,24	5	4,32
16	Responsibility (sense of duty, ability to keep a word)	2	4,52	3	4,49	9	4,19	1	4,44	5	4,33	3	4,52

After analyzing various scientific positions we can conclude that the constitutional and socio-cultural aspects should be distinguished in science. This applies to the separation of men and women in connection

with the concept of gender. As for the distinction between «sex» and «gender», it is worth to mention that the first concept - it is a biological difference between men and women, while “gender” is social. [7]. The terms 'sex' and 'gender' mean different things, because it is individual's set of traits and characteristics. Recognition of femininity and masculinity, as personal characteristics of independence and the possibility of combining both in one person and allowed to depart from biological male and female opposition and switch to gender-role types. [1]

Based on the arguments of the scientists we decided to compare the hierarchy of respondents' terminal and instrumental values with different gender-types. It turned out that for masculine boys, the main value is «happy family life» and for masculine girls, «good and faithful friends». In the second place girls have “health”, and boys – “friends”. Significant differences are observed in relation to active goal-values. The value «active life» in masculine boys takes the middle of the hierarchical structure and is on the 5th place, for girls this value takes 12th place.

“Self-confidence” (freedom from internal contradictions) was also more significant for masculine boys rather than girls (3rd place vs. 7th place). Instead, «freedom as independence in actions» for masculine girls is quite important (3rd place), for boys - insignificant (12th place).

The most important goal-values were not the same for feminine boys and girls. «Happy family life» is the main value for feminine girls (1 place), for boys it is in the 2nd place. «Active life» was more significant for boys (5th place) than for girls (9th place). For feminine young men, «self-sufficiency (independence in judgments and assessments)» is not important, and it takes the last place in the hierarchy of terminal values, but for feminine girls this value is in the 11th place. Boys and girls with androgynous psychological type do not have a significant difference in the hierarchy of goal-values, except the attitude towards values like: «love» and «beauty (the experience of beauty in nature and art)». For girls they were more significant rather than for boys.

We analyzed the hierarchy of pupils' instrumental values and identified some differences in the choice of means-values between boys and girls of one gender-role type. Masculine girls want to achieve their life goals through responsibility, strong will, breadth of knowledge, honesty and upbringing (all of these qualities have become priority and turned out to be on the first place). Boys with masculine psychotype planning to achieve their goals with the help of different qualities. These are the following values: «cheerfulness» (1st place), «honesty» (2nd place) and «rationality» (3rd place). Feminine boys, in contrast to feminine girls, were more diligent, responsive, with self-control and discipline. They want to achieve their goals due to these values. Girls have somewhat different values. They planning to achieve their goals through diligence and productivity at work, with the help of their own ability to forgive mistakes and misconceptions. The results of our study showed that girls and boys of androgynous gender-role type differ in their choices. Androgynous socialization of girls associated with the manifestation of upbringing, education, sensitivity and broadmindedness. While for boys the most important a bit different. They want to be more efficient and effective in business due to self-control, diligence.

Summarizing the hierarchical structure of students' terminal and instrumental values, it was found that boys and girls with same gender-role types have big amount of differences in the hierarchical system of value orientations. We have made the assumption that the biological and psychological components can not be considered separately, because they depend on each other. Thus, we can say that the interaction of socio-psychological and biological personality features forms the gender characteristics of boys and girls. That's why we can assume that along with a number of factors which influence the values' formation of physical culture and motivation to motor activity, there is also a factor of individual' gender features. This is the gender-role type.

Socialization helps in the process of personality formation. The personality traits reflect the stereotypes of masculinity - femininity (gender characteristics of the personality). The formation of gender characteristics is influenced by a number of social institutions. It can be a family, a kindergarten, a school, a media, a society that affects the formation of individual's personality. They have a significant impact on gender stereotypes. We believe that physical culture, of course, can be one of the means of students' gender socialization. Individuals' gender formation takes place through methods of physical education and sports activities, orientation on types of motor activity that they prefer. We fully agree with the opinion of scientists that in the process of physical education and sports it is necessary to take into account, first of all, sexual

dimorphism (the use of appropriate physical activity for girls and boys). Therefore, we agree with scientists who believe that sex is a biological concept, and gender is a construct of culture, which allows to establish the peculiarities of human biological data in the system of social relations [7].

Conclusions and prospects for further research. Thus, after the theoretical analysis of sociological and psychological-pedagogical literature, based on the results of our research about age and gender peculiarities of the hierarchical system of pupils' value orientations, we identified the gender issues related to the students' value orientations in physical culture and sports.

It has been proved that boys and girls of the different age have both the same essential values and significant differences in the choice of terminal and instrumental values. It shows the changes of the priority qualities through which students achieve their own vital goals. Revealed the correlation of terminal and instrumental values and its hierarchy with the students' psychological sex (femininity, masculinity and androgyny). Received common and different choices of respondents' terminal and instrumental values with the same gender-types. Their choice of priority values is quite different.

The results of scientific experiments give us the right to assert that a biological sex can not provide complete information on the hierarchical priorities of pupils' value orientations, both in the socio-cultural aspect and in the field of physical culture and sports. In order to attract and involve young people in systematic physical culture, it is necessary to study the interests, motives, value orientations in the field of physical culture, their attitude to motor activity. It's not appropriate to focus on just one of the indicators of the biological or psychosocial system in order to formulate this strategy. It is necessary to take into account not only physiological and morpho-functional features of schoolchildren. It is important to consider all individual's biosocial characteristics, involving a gender approach in the process of physical education.

The next step of our study will be the development of a basic personal physical culture formation process model for pupils of all age groups and genders.

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