

Physical Education of Different Groups

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THE INFLUENCE OF PARTICIPATING IN SPORTS ON SHAPING MASCULINE CHARACTER TRAITS AND INDIVIDUAL QUALITIES OF PUPILS FROM DIFFERENT AGE GROUPS

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Abstracts

Actuality. The different aspects of gender problem and gender approach in pupils' physical education are considered in the article. Tasks of the article. The identifying an influence of participation in sports on shaping a gender personality type for young men and young women from different age groups. **Methods.** Pupils of 3–11 grades took part in the researching. The total number of respondents is 692 (young men – 332, young women – 360), among which 126 pupils participate in sports (97 young men, 29 young women). The questioner worked out by Sundry Bam «Masculinity-femininity» and methods of mathematical statistics were used. The results of pupils who were taking part in the researching were stratified according to information about pupils' sex and age. **Results of the Work and Conclusions.** The knowledges of the influence of participation in sports on formation masculinity traits of teenagers' characters were taken. It was founded that for young men who participates in sports, on the group level, the occurrence of masculinity becomes bigger. It is 50 % more than for men who do not participate in sports. The occurrence of masculinity, on the young women' group level, who participate in sport more than 30 % in comparison with young women who do not participate in sports. Due to effective approaches and methods of physical activity, orientation on motor activity, pupils are consolidated with patterns of behavior and personality qualities which shape the gender. Received data are the ground of the further and depth studying in the sphere of physical culture and sport, the results of which will become a theoretical ground of the conception of the gender approach in pupils' physical education.

Key words: pupils, gender differences, physical culture, sport, young men, young women, masculinity, femininity, androgenity.

Оксана Марченко. Вплив занять спортом на формування маскулінних рис характеру та якостей особистості в школярів різних вікових груп. Актуальність теми дослідження. У статті розглянуто різноманітні аспекти гендерної проблематики та гендерного підходу до фізичного виховання школярів із метою вивчення взаємозумовленості формування мотивації до рухової активності та гендерних особливостей юнаків і дівчат. **Методологія дослідження.** У науковому експерименті взяли участь школярі 3–11 класів закладів загальної середньої освіти. Загальна кількість респондентів становила 692 особи (юнаків – 332; дівчат – 360), із яких 126 школярів (97 юнаків і 29 дівчат) займаються певним видом спорту. Використано стандартизоване тестування Сандри Бем «Маскулінність – фемінність» та методи математичної статистики. Результати досліджуваних стратифікувалися відповідно до вікових періодів фізіологічного розвитку дітей і їх біологічної статі. **Результати роботи та ключові висновки.** Одержано нові знання щодо впливу занять спортом на формування маскулінних якостей характеру підлітків. Виявлено, що в юнаків-спортсменів із віком посилюється прояв маскулінних рис характеру майже на 100 %, що на 50 % більше, ніж в інших юнаків. Дівчата, які займаються спортивною діяльністю, є більш маскулінними в психологічному відношенні, ніж ті, які спортом не займаються. Ознаки маскулінності на груповому рівні в них проявлені більше ніж в інших школярок на 30 %. За допомогою добору ефективних засобів і методів фізкультурно-спортивною діяльності, орієнтації на вподобані види рухової активності, у школярів закріплюються моделі поведінки та особистісні якості, що формують гендер. Отримані дані є підставою для подальших поглиблених гендерних досліджень у сфері фізичної культури й спорту, результати яких стануть теоретичною основою концепції гендерного підходу у фізичному вихованні школярів.

Ключові слова: школярі, гендерні відмінності, фізична культура, спорт, юнаки, дівчата, маскуліність, андрогінність, фемініність.

Оксана Марченко. Влияние занятий спортом на формирование маскулильных черт характера и качеств личности у школьников разных возрастных групп. Актуальность темы исследований. В статье рассмотрены различные аспекты гендерной проблематики и гендерного подхода к физическому воспитанию школьников с целью изучения взаимообусловленности формирования мотивации к двигательной активности и гендерных особенностей юношей и девушек. **Методология исследования.** В научном эксперименте приняли участие школьники 3–11 классов общеобразовательных учебных заведений. Количество респондентов составило 692 человека (юношей – 332; девушек – 360), из которых 126 школьников (97 юношей и 29 девушки) занимаются определенным видом спорта. Использовалось стандартизированное тестирование Сандры Бем «Маскулиность – фемининность» и методы математической статистики. Результаты исследуемых стратифицировались соответственно возрастным периодам физиологического развития детей и их биологического пола. **Результаты работы и ключевые выводы.** Получены новые знания о влиянии занятий спортом на формирование маскулильных черт характера подростков. Выявлено, что у юношей, занимающихся спортом, проявление маскулиности на групповом уровне с возрастом усиливается. Девушки, которые занимаются спортивной деятельностью, более маскулинные в психологическом отношении. Проявление у них признаков маскулиности на групповом уровне на 30 % больше, по сравнению с общин количеством девушек, которые приняли участие в исследовании. С помощью подбора эффективных средств и методов физкультурно-спортивной деятельности, ориентации на виды двигательной активности, которые выбирают школьники, закрепляются модели поведения и личностные качества, формирующие гендер. Полученные данные являются основанием для дальнейших углубленных гендерных исследований в сфере физической культуры и спорта, результаты которых станут теоретической основой концепции гендерного подхода в физическом воспитании школьников.

Ключевые слова: школьники, различия, физическая культура, спорт, юноши, девушки, маскулиность, андрогинность, фемининность.

Formulation of a research problem and its significance. The research of issues, connected with gender phenomenon, is difficult not only because of complexity and multidimensionality of this point, but also because of poor precision and uniqueness of terms that are used. Gender means social sex of a person. It is defined as a complex of social and cultural norms, which, under the influence of authority and domination, must be followed by people of different sex. [3] Unlike the term «sex», “gender” is used in modern humanitarian research to determine sex as a social term and phenomenon. Sex is a biological characteristic, and gender is a cultural and symbolic definition of sex. Researchers believe that application of the term “gender” involve defining sex as an output of human culture. Proponents of the gender approach consider that a child is born male or female, become masculine or feminine under the influence of upbringing and identification of gender role. [1] Masculinity and femininity (lat. masculinus – male, femininus – female) are prescriptive conceptions of somatic, psychic and behavioral properties, which are distinctive of men and women. The issue of the existence of two sexes is fundamental. The first category, in which children comprehend themselves, is a sexual differentiation. Feuerbach pointed out that an indispensable condition for the successful development of the personality is an individual awareness of himself as a boy or girl. He wrote that the personality is nothing without sexual development. [6] In our research, we adhere to the most general modern theory of sexual dimorphism, which is presented in the concept of Vihen Heodakian. According to it male and female play unique roles in the process of self-reproduction of any biological system. The dichotomy of male and female is primarily a dichotomy of variability and heredity. [2]

Despite the fact that gender subject matter is related to a new field of scientific knowledge and very slowly encompasses the academic environment, there is a sufficient amount of scientific and pedagogical literature, which can be used as the scientific foundation of modern research in the field of an issue that is being studied. The fact that men differ from women not only in physiological characteristics, but also in a range of psychological traits, is known for quite a long time. Nowadays there are more than 50,000 research papers in the world practice, where the authors state the presence of sexual differences in various areas of human ontogeny [4].

Scientists believe that the behavioral patterns and personal qualities that form gender are established with the help of the selection of means and methods of sports activities, commitment to physical activity that pupils like. First of all, during movement education, we should take into account sexual dimorphism, which specifies the application of appropriate physical activities for girls and boys [5; 7]. For this reason, we take heed of the authors who believe that a sex is a biological characteristic, and gender is a cultural construct that

allows marking and regulating the manifestation of certain biological data of a person in the system of social relations. According to these references, we consider that the formation of motivation for physical activity and values of physical education can also depend on the gender differences of boys and girls. There is no doubt that physical education can be one of the means of pupils' gender socialization. Researchers L. Slepova and T. Khairov express the just opinion that a person not just attends physical education, but becoming self-aware with the help of physical education. The timeliness and completeness of the formation of psychological traits of masculinity and femininity largely influence over self-confidence, the integrality of experiences, the precision of attitudes that will affect the future effectiveness of communication with people, relationships in the family and the team [13].

Therefore, carrying out an analysis of scientific and pedagogical literature in our research, we rely on the achievements in the field of physical education and sports, pedagogy and psychology in the context of the organization of education and upbringing of children, adolescents and youth in the process of their gender socialization; as well as on modern gender theories that reveal a range of problems related to gender approach. Currently, numerous studies in the field of sport relate mainly to sexual dimorphism, investigating the manifestations of the features of women's body in sports and differences in the assessment of the sports achievements of men and women as representatives of different psychological sexes (M. Messner, 2000; L. Shakhlina, 2006). , 2010). Gender researches of foreign scientists in the field of physical education and sport are aimed at solving the problem of gender equality in the choice of sports activities and studying the issue of the sport impact on the human body [11; 12; 13; 14]. Studying pupils' motivational priorities for physical education and sports, at the first step of our study, we stratified them in accordance with sexual grounds [9; 10]. Scientists claim that adolescence is considered not only a period of physical development, but also a unique stage of cognitive maturation; the self-esteem of boys and girls depends largely on stereotyping of men and women; and the differentiation of values takes place in accordance with male and female standards [8]. However, in the analyzed scientific sources, no fundamental papers were found that would investigate the interdependence of the formation of motivation for physical activity, the values of physical education and the gender characteristics of boys and girls. This issue substantiates the relevance of our research.

Scientific work is carried out within the framework of the topic approved by the Ministry of Education and Science of Ukraine: the code 1.2 F. «Historical and organizational - methodical principles of forming a gender approach in physical education of children, adolescents and youth «№ 0117U002386 UDC 796.011.3 – 053.2 / - 53.7: 159.922.7.

The goal and the specific tasks of the article. The goal of the study is to determine the influence of participating in sports on shaping of the gender identity of boys and girls from different age groups.

Material and methods of the research: analysis of scientific and methodological literature, standardized testing by Sandri Bem's method «Masculinity-femininity», methods of mathematical statistics.

In the scientific experiment pupils of 3-11forms of general educational institution were involved. The results of the research were stratified according to the age range of physiological development of children and their biological sex. The accuracy of the difference between the distinct results was calculated according to the probability value $p < 0,05$ to $p < 0,01$. It raises the possibility of their consideration in developing practical recommendations for physical education teachers, as well as for further interpretations.

Statement regarding the basic material of the research and the justification of the results obtained. The femininity, masculinity, and the gender identity are considered to be very essential characteristics of the individual, which determine the gender characteristics of the personality, which are signs of masculinity or femininity. The Bem Sex-Role Inventory examines masculinity and femininity not as alternatives, but as independent personal qualities. Sandra Bem's concept of androgyny made a significant contribution to the masculinity-femininity dimension. She determined that the masculine type is characterized by the distinction of such personal qualities as persistence, authoritativeness, self-assertion, risk-loving, analytical thinking, self-confidence, self-sufficiency. The feminine personality type is characterized by such qualities as shyness, tenderness, empathy, knowledge how to comfort somebody, cheerfulness, warmth, trustiness and affection for children. The androgynous personality type is roughly equal in masculine and feminine personal qualities manifest itself in the combination of traditionally male and female characteristics in one person.

Bem Sex Role Inventory is one of the most used scientific tools to measure how people value themselves in terms of gender. The questionnaire contains 60 personality traits, which relate to stereotypes of

masculinity, femininity and androgyny. Respondents were asked to assess the presence or absence of the listed qualities. The importance sampling (IS) was determined by the corresponding formula. According to the testing results, firstly, the subjects were divided into feminine, masculine and androgynous subgroups.

Analysis of the obtained data determined that the overwhelming majority of boys and girls, regardless of age, have IS of androgynous type of personality. Among the 332 boys, 92.77% have preponderance of androgyny. Only 5.12% of boys have a gender identity of masculine type and 2.11% are characterized as feminine type. Of the 360 girls, 73.89% are referred to the androgynous type of personality, 28.2% to feminine, 2.78% of girls have masculine characteristics.

Taking into account the general data obtained in determining the IS and the fact that the vast majority of pupils were attributed to the androgynous type of personality, we were interested in the question: «Which personality traits that reflect the stereotypes of masculinity and femininity are identified by boys and girls from different age groups?» In this regard, we made an analysis of the character traits, identified by boys and girls. Self-belief is a character trait of ambitious and self-confident person. This quality was noticed by most boys regardless of age. Nonetheless, 96% of girls of the 3rd and 5th grades and 83% of girls of the 6th grade identify this trait in themselves. Then, from the 7th to the 10th grade - the number of girls who marked the «self-belief» decreases. It is worth pointing out that 100% of boys who are engaged in sports activities have chosen this trait. The quantitative difference between boys and girls was 30-40% in favor of boys. «Strong-willed personality» is the quality that scientists relegate to the masculine features of the personality. Most boys of the 3rd and 5th grades (from 60% to 70%) marked this trait. Persistence is also considered as masculine characteristic. In 15-20% of the cases, boys oftener than girls noted this trait in themselves. «Courage» is also considered as a purely male characteristic. 80% -100% of boys chose this trait. Interestingly, 96.5% of boys of the 3rd grade also marked «courage». In this case, we can assume that the choice of this trait by boys who study in the 3rd grade (8 years old) is more desirable than real. In our opinion, this may be the result of sex-role stereotypes. Eight-years-old boys define those qualities that they believe should be distinctive for the manly man, but not the traits they truly feel in themselves. This fact is confirmed by such a characteristic as «athleticism». 86.2% of 3rd grade boys are keen to be athletically built and they mistake the wish for the reality. On the other hand, boys who are engaged in artistic gymnastics are harder on themselves. Only 68.7% consider themselves athletically built. Girls did not vest interest in the point «athletic». Only 14.6% of girls of the 5th grade who are engaged in sports activities marked this trait. By the 11th grade, the percentage of «athletic» girls decreased from 16.6% to 13.3%. «Faithfulness» was mostly chosen by the girls. Comparing the age division of girls, we see that in the 3rd grade - 96% chose this quality, and only 46% of girls of the 9th grade chose this trait. It is remarkable that 87.5% of boys (17 years old) who are engaged in artistic gymnastics marked the «faithfulness» as trait that is inherent to them. 20 % more boys than girls noted «analytical skills». We have determined that a sufficiently high percentage of girls note the character traits, which traditionally refer to masculine characteristics. The «risk-loving» was chosen by girls from 5th to 11th grades in 40%-60%. «Aptitude for leadership» is more often marked by boys than girls. Nevertheless, a fairly high percentage of girls (56% - in the 3rd grade, 35.7% - in the 5th, 41% - in the 6th, 46% - in the 11th) consider themselves person with «leadership abilities.» Furthermore, 40% - 60% of girls from the 5th to the 11th grade chose «risk-loving» as one of their personal qualities. With a difference of 10 - 15%, «cheerfulness» is also marked more often by boys. «Love for children» was noted more often by girls than boys, but with a small difference in favor of girls. For example, in the 3rd grade 72.4% of boys and 100% of girls; in the 5th grade 60% of boys and 71.4% of girls; in the 6th grade 73.9% of boys, 88.2% of girls. Later, the percentage of respondents who noted the «love for children» as their personality trait decreases both in boys and girls. For example, among students of the 9th grade: 47.3% of boys, 57.6% of girls; 10th grade: 58.3% of boys, 73.3% of girls. It was also found that a high percentage of boys noted psychological characteristics that are traditionally considered feminine. For example: «shyness» was identified by 62% of boys who are studying in the 3rd grade, 33% of boys of the 5th grade, 40% of boys of the 7th grade and 59% - of the 8th grade. With age, the percentage of boys who chose «shyness» has become lower. «Tenderness» is also considered to be more feminine quality. However, 62% of boys of the 3rd grade, 53.9% of the 5th grade, 53% of the 7th grade, 81% of the 8th grade, and 64% of the 11th grade marked this as their character trait. 87.5% of boys who are engaged in artistic gymnastics consider «faithfulness» to be their character feature. Only 5.88% of female athletes noted such a characteristic as «animus toward abusive language», while 17.65% consider it acceptable for them. Just 5.8% of female

athletes noted the character features that are considered to be the feminine characteristics of the individual («shyness», «with-draw behavior», «faithfulness»). 29.41% of female athletes did not mark such qualities.

The obtained data give us the reason to state the presence of masculine and feminine personality traits in boys and girls at the same time. This fact is also confirmed by the aforementioned total number of respondents who, according to the tests results, were attributed to the androgynous type of personality. That is, we can see that purely masculine qualities are marked more often by boys, and feminine - by girls. However, it is possible that this may be a result of sex-role education at school, which forms a definite stereotypical behavior of boys and girls. On the other hand, it was recorded that boys mark the feminine traits of the character, and the girls mark masculine qualities. For more detailed information on the definition of gender identity among pupils, we analyzed obtained data about the masculine character traits, marked by the pupils at the group level. (Table 1 - 4).

Results prove that, with age, boy's masculine psychological characteristics become more intensified (out of 20). There are self-assertion (from 52, 27% to 83, 02%), independence (from 52.27% to 64.15%), persistence (from 54.55% to 62.26%), self-sufficiency (from 40, 91% to 79.25%), personal attitude (from 50.0% to 73.58%).

Table 1

Dynamics of the manifestation of signs of masculinity of boys by age, %

	Masculine qualities	Age group			
		10 years old	11-13 years old	14-15 years old	16-17 years old
Which are increasing with age					
1	Self-assertion	52,27	63,16	68,60	83,02
2	Independence	52,27	60,53	53,49	64,15
3	Persistence	54,55	47,37	45,35	62,26
4	Risk-loving	40,91	78,95	53,49	79,25
5	Self-sufficiency	40,91	34,21	46,51	64,15
6	Personal attitude	50,00	50,00	46,51	73,58
Which are decreasing with age or become less explicit					
1	Self-confidence	95,45	89,47	74,42	77,36
2	Athleticism	72,73	57,89	54,65	60,38
3	Strong-willed personality	70,45	47,37	51,16	49,06
4	Strength	88,64	73,68	73,26	75,47
5	Analytical thinking	61,36	44,74	40,70	47,17
6	Leadership abilities	65,91	65,79	52,33	49,06
7	Quick in decisions	59,09	73,68	45,35	54,72
8	Courage	88,64	89,47	65,12	77,36
9	Personalism	61,36	39,47	47,67	58,49
10	Competitiveness	81,82	63,16	56,98	67,92
11	Ambitiousness	36,36	28,95	31,40	33,96
12	Assertiveness	25,00	21,05	27,91	26,42
13	Aggressiveness	25,00	26,32	25,58	37,74
14	Ability to lead the way	43,18	50,00	38,37	47,17

At the same time, at the group level, some signs of masculine qualities are reduced: self-confidence (from 95.45% to 77.36%), strong-willed personality (from 70.45% to 49.06%), strength (from 88.64% to 75.77%), leadership abilities (from 65.91% to 49.06%), courage (from 88.64% to 77.36%), and competitiveness (from 88.82% to 67.92%) (Table 1).

Analysis of the manifestation of the qualities of masculinity in girls proves that, with age, the following masculine characteristics increases the manifestation: self-assertion (from 47,17% to 67, 50%), self-sufficiency (from 32,08% to 46,25%) , risk-loving (from 30.19% to 52.50%), personal attitude (from

35.85 % to 55.0%), personalism (from 33.96% to 55.0%), ambitiousness (from 24.53% to 47.50 %), aggressiveness (from 16.98% to 22.50%) (Table 2). Also, at the group level, it is possible to note the decline in the manifestation of character traits, which are considered to be the main signs of masculinity: self-confidence (from 96,23% to 73,75%), athleticism (from 62,23% to 12.50%), strength (from 58.49 % to 38.75%), analytical thinking (from 49.06% to 23.75%), leadership abilities (from 45.28% to 33.75 %), courage (from 62.2% to 17,5%), quick in decisions (from 64,15% to 41,25%), competitiveness (from 54,72 % to 52, 0%). Consequently, it was found out that at the group level the signs of masculinity increase with age in boys and girls on the same level.

Table 2

Dynamics of the manifestation of signs of masculinity of girls by age, %

	Masculine qualities	Age group			
		10 years old	11-13 years old	14-15 years old	16-17 years old
Which are increasing with age					
1	Self-assertion	47,17	65,52	53,57	67,50
2	Risk-loving	30,19	48,28	42,86	52,50
3	Personal attitude	35,85	24,14	46,43	55,00
4	Personalism	33,96	41,38	44,64	55,00
5	Self-sufficiency	32,08	17,24	37,50	46,25
6	Ambitiousness	24,53	31,03	32,14	47,50
7	Aggressiveness	16,98	20,69	26,79	22,50
Слабо виражені або знижуються з віком					
1	Self-confidence	96,23	93,10	53,57	73,75
2	Athleticism	62,26	31,03	23,21	12,50
3	Strength	58,49	62,07	41,07	38,75
4	Quick in decisions	64,15	48,28	46,43	41,25
5	Courage	62,26	20,69	21,43	17,50
6	Competitiveness	54,72	34,48	32,14	40,00
7	Independence	45,28	44,83	51,79	46,25
8	Persistence	43,40	37,93	32,14	41,25
9	Strong-willed personality	49,06	44,83	57,14	41,25
10	Analytical thinking	49,06	37,93	28,57	23,75
11	Leadership abilities	45,28	37,93	39,29	33,75
12	Assertiveness	22,64	17,24	19,64	11,25
13	Aggressiveness	16,98	20,69	26,79	22,50
14	Ability to lead the way	39,62	34,48	28,57	35,00

The next question that interested us: «Does engaging in sports activities play a role in shaping certain psychological characteristics of a person?» According to scientists, physical training and sports, as an institution of socialization, is one of the highly specialized spheres of human activities, and is also able to form the gender qualities of an individual. According to the principle, personality form and manifest themselves in response to sporting activities (Leontiev AN, 1975; Rubinshtein SL, 2000). The obtained results of the research allowed us to confirm certain opinion of some scholars about the influence of sports on the formation of masculine character traits (to a greater extent, the female representatives) [5; 6; 7]. It was also found that male athletes have, to a lesser extent, feminine character traits. According to the test results by Bem's methodology, only 5.81% of boys have masculine characteristics, 2.33% of respondents have feminine characteristics, androgenic personality type have 91.86% of athletes. Among female athletes 27.3% has masculine characteristics. This is 20% more compared to the number of masculine qualities in boys. Feminine psychological type correspond to 13.6% of girls engaged in sports activities; androgynous type - 59.1%. The obtained test results prove that all girls, without exception, have the masculine psychological type of character. In general, among taekwondo practitioners, the tendency toward masculinity is more typical for girls than for boys.

As already noted, information, obtained by the methodology of Sandra Bem, was not informative about the impact of sports on the gender characteristics of pupils. In this regard, we have done the analysis of the qualities and character traits that were marked by athletes. As a result of our work, we determined

the dynamics of the manifestation of signs of masculinity in boys and girls engaged in sports activities (Table 3-4).

Consequently, the manifestation of masculinity properties with age increases in 15 -20 positions in the boys engaged in sports activities (Table 3). This is more than 50% than the total number of boys. It is worth noting that even those masculine features of a person with a small manifestation (less than 50%) have a dynamics of increase. That is, the masculine character traits are increasing by almost 100% in athletes with age. These are the following traits: self-confidence (from 78.26% to 92.50%), self-assertion (from 76.09% to 82.50%), independence (from 47.83% to 65, 0%), persistence (47.83% to 65.0%), strong personality (from 50.0% to 52.0%), ability to risk (from 54.35% to 85.00%), self-sufficiency (56.52% to 67.50%), own position (from 47.83% to 77.5%), athleticism (from 54.35% to 62.50%), personalism (from 58.7% to 65,00%), competitiveness (56.52% to 65.00%), perseverance (from 47.83% to 62.5%), Quick in decisions (from 39.13% to 55.0%) courage (from 58.7% to 77.5%) and aggressiveness (from 32.61% to 42.5%).

Table 3

Dynamics of the manifestation of signs of masculinity of boys engaged in sports activities, %

	Masculine qualities	Age group			
				14-15 years old	16-17 years old
Which are increasing with age					
1	Self-confidence			78,26	92,50
2	Self-assertion			76,09	82,50
3	Independence			47,83	62,50
4	Athleticism			54,35	62,50
5	Persistence			47,83	65,00
6	Strong-willed personality			50,00	52,00
7	Strength			71,74	77,50
8	Risk-loving			54,35	85,00
9	Quick in decisions			39,13	50,00
10	Self-sufficiency			56,52	67,50
11	Courage			58,70	77,50
12	Personal attitude			47,83	77,50
13	Personalism			58,70	65,00
14	Competitiveness			56,52	65,00
15	Assertiveness			32,61	42,50
Which are decreasing with age or become less explicit					
1	Analytical thinking			45,65	47,50
2	Leadership abilities			56,52	47,50
3	Assertiveness			23,91	25,00
4	Ability to lead the way			45,65	47,50
5	Ambitiousness			39,13	35,00

According to the results of our research, the signs of masculinity in girls who are engaged in sports activities are more for 30% than in the total number of pupils who participated in the research. Female athletes have more masculine characteristics, they are distinguished by a higher self-esteem of a range of qualities that are usually associated with courage, will-power and higher aggressiveness. However, in comparison with boys, girls have less such qualities. With age, their manifestation increases on only 10 points, what is almost for 50% fewer than of boys (Table 4).

Thus, with age at female athletes, the following masculine traits of character and individual qualities are increasing: self-belief (from 53.57% to 73.75%), self-assertion (from 53.57% to 67.50%), persistence (from 32.14% to 41.25%), risk-loving (from 42.86% to 52.50%), self-sufficiency (from 37.50% to 46.25%), personal attitude (from 46.43% up to 55.00%), the ability to lead the way (from 28.57% to 35.0%), personalism (from 44.64% to 55.00%), competitiveness (from 32.14% to 40.0 %) and ambitiousness (from 32.14% to 47.50%).

Table 4

Dynamics of the manifestation of signs of masculinity of girls engaged in sports activities, %

	Masculine qualities	Age group		
			14-15 years old	16-17 years old
Which are increasing with age				
1	Self-confidence		53,57	73,75
2	Self-assertion		53,57	67,50
3	Risk-loving		42,86	52,50
4	Personal attitude		46,43	55,00
5	Personalism		44,64	55,00
6	Persistence		32,14	41,25
7	Self-sufficiency		37,50	46,25
8	Ability to lead the way		28,57	35,00
9	Competitiveness		32,14	40,0
10	Ambitiousness		32,14	47,50
Which are decreasing with age or become less explicit				
1	Independence		51,79	46,25
2	Strong-willed personality		57,14	41,25
3	Athleticism		23,21	12,50
4	Strength		41,07	38,75
5	Analytical thinking		28,57	23,75
6	Leadership abilities		39,29	33,75
7	Quick in decisions		46,43	41,25
8	Assertiveness		19,64	11,25
9	Courage		21,43	17,50
10	Aggressiveness		26,79	22,50

Analysis of the research into this problem. Scientists have proven that masculinity, androgyny, femininity as psychological characteristics of the individual are formed in the process of socialization in accordance with the normative constructs for boys and girls; and their manifestation is an important component of the gender identity of the individual [3]. Gender socialization continues throughout person's life. It affects the formation of a gender identity of the individual [12]. Researchers consider the family, parents, school, friends, peers, and the media as agents of socialization. We agree with this opinion, but we believe that physical training and sports are undoubtedly one of the essential means of gender socialization of pupils. The behavioral patterns and personal qualities that form gender are established with the help of the selection of means and methods of sports activities, commitment to physical activity that pupils like. We consider, that the formation of motivation for physical activity and values of physical education can also depend on the gender differences of boys and girls. In our research, we refer to the opinion of scholars who believe that people's biological sex is the basis of gender identity; and sexual differentiation becomes important for an individual only when it is included in its activities. The essence of the activity approach to the problem of sexual differentiation is to determine the place and role of activity in the formation of the psychological sex, both in the context of ontological development, and in the historical and cultural aspect of the formation and functioning of relevant norms and patterns of gender-role behavior [6]. Formation of sexual differentiation obey the laws of age development, which are formulated in the scientific works of Vygotsky: «The biological factor determines the foundation, basis of inherent reactions beyond which the body is unable to expand and over which the system of acquired reactions is built up; this new system is entirely determined by the structure of the environment in which the organism grows and develops» [2].

Such psychological features as masculinity, femininity, and androgyny are formed in accordance with sociocultural norms of society. The results of our research coincide with the results of researches conducted by A. M. Maers, H. M. Lips., S. Spence, R. Helmrich, which testify that girls engaged in sports activities perfectly combine a range of masculine qualities with a high femininity [14; 15; 16; 17].

Conclusions and prospects for further research. Thus, analysis of the obtained data determined that the overwhelming majority of boys and girls, regardless of age, have IS of androgynous type of personality. Among the 332 boys, 92.77% have preponderance of androgyny. Among the 360 girls, 73.89% have

preponderance of androgyny. It is noteworthy that masculine personality traits of boys are 20% - 40% higher than girls', but 40% oftener feminine qualities are marked by girls. The obtained results of the research allowed us to conclude about the influence of sports on the formation of masculine character traits. The obtained results prove that sport contributes to the shaping of some masculine character traits of pupils from different age groups. Girls engaged in sports activities have more masculine traits than those not involved in sports. They are distinguished by a higher self-esteem of a range of qualities that are usually associated with courage, will-power and higher aggressiveness. Male athletes in comparison with the total number of boys have lesser manifestations of feminine characteristics of personality.

Therefore, we believe that physical education has a huge potential of emotional and physical influence on the formation of the gender identity of pupils and their appreciation of femininity and masculinity. This can directly influence the formation of life values of pupils in general, including the formation of values in the field of physical education. Thus, summing up the foregoing, we believe that the use of the gender approach in the theory and method of physical education provides ample opportunities for rethinking the concepts of physical education, but at the same time it is necessary to realize that this is not just a new theory, but a theory which adoption implies a change in value orientations and a review of many established ideas about the research topic. Therefore, our further research will be devoted to the study of the influence of the psychological sex (masculinity, femininity, and androgyny) on the motivational priorities of pupils from different age groups in the field of physical education and sports.

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