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Gender tolerance of teaching staff: basic conceptual approaches to research

The formulation of the problem.

The topicality of the research problem. The world community sees the creation of a society based on the principles of class, ethnic, racial and gender equality as one of the main tasks of today. A state's attention to gender problems and particularly their willingness to introduce the gender equality in the social life is judged as one of the core features of a state's development level.

At the same time, the complicated circumstances of a modern life cause intolerance manifestations in interpersonal relations, as well as in the relations of a person with the surrounding world in general, and in gender aspect especially. Intolerance of teachers, whose vocation is to manage the learning process, develop the personality and bring up the coming generations, is seen as particularly negative.

Besides a school as an important institution of socialization that has a function of transferring values, norms and roles to coming generations, often demonstrates the examples of gender relations characterized by gender asymmetry and as a result gender intolerance (A. Mudryk, L. Shustova etc.).

This calls for new requirements to gender tolerance of teachers and their preparation in order to realize and reassess those psychological problems of their profession that have gender nature, to choose adequate means and strategies of their solution.

Analysis of the latest publications.

It should be mentioned that different aspects of the stated problem have already been under attention of researchers. In particular, the psychological-pedagogical aspects of the process of gender socialization of a personality have been studied in general (S. Bem, T. Bendas, S. Bern, I. Klyotsyna etc.) as well as in the educational sphere (T. Govorun, O. Kikinedgi, A. Clerk, S. Maksymenko, E. Millard etc.). Gender tolerance as an integral characteristic of a personality has been studied by a number of scientists (G. Bardier, G. Verdgybok, M. Matskovsky, E. Chernyshova, L. Shustova etc.), but the main attention of the researchers was drawn to its development among children and youth. On the other hand, the types, components and levels of tolerance have been studied in general (O. Asmolov, G. Bardier, G. Soldatova, K. Waine, M. Waltser etc.) and of the teaching staff of schools and higher educational institutions in particular (N. Karabushchenko, E. Nazarova etc.). Moreover, the issues of national, religious and racial impatience, xenophobia (T. Adorno, T. Nelson etc.), morality (L. Kolberg etc.), cross-cultural psychology (G. Berry, D. Matsumoto, L. Pochebut etc.) and others, which are so close to the tolerance/intolerance problem, have also been investigated.

The variety of approaches to the research of the problem of a personality's tolerance in general, and gender tolerance in particular, causes the necessity of their analysis with the aim to define the essence of the gender tolerance of teachers. This has formed the **aim** of this work – to define and analyze the main approaches to the research of gender tolerance of teachers.

Main part.

The analysis of a personality's gender tolerance problem shows the absence of a common definition of "gender tolerance", thus the approach to define this concept through the analyses of its components' contents, i.e. "tolerance" and "gender", is seen as reasonable.

It should be mentioned that the concept of "tolerance" has been used in philosophical, pedagogical, sociological, legal and psychological literature for a long time already. Lately the interest to tolerance has

significantly increased due to the modern challenges that promote both tolerance and drastic intolerance manifestations (xenophobia, terrorism etc.).

This gives the scientists the reasons to define three aspects of understanding tolerance in today's circumstances: 1). a normative aspect, when tolerance is regarded as a socially approved legal norm though its link to universal humanistic values and corresponding principles of interaction, which is particularly stated in the "Declaration of Tolerance Principles" adopted by UNESCO in 1995; 2). a preventive aspect, caused by the need to prevent extreme intolerance manifestations; 3). an instrumental aspect, when tolerance is seen as a means to provide social agreement among people with different values, and correspondingly the techniques of its acquisition are also discussed¹.

The term "tolerance" is usually used in situations, when there is a possibility to judge a person or a group of people for having a different opinion, but a deliberate decision to avoid this is taken showing the example of a nonviolent behavior. On the contrary, the term "intolerance" is used to characterize situations of discrimination, human rights violation, violence etc.

In terms of *philosophy* tolerance has been regarded as patience linked to a certain inner state (Aristotle) and social grouping (Plato); a degree of agreement (G. Leibnitz), kindness (E. Kant), awareness of all people's equality (M. Trubetskoy, M. Berdiayev etc.). In modern philosophical conceptions tolerance is remembered in the connection to such problems as multiculturalism, liberalism (M. Waltser, M. Khomyakov), defining the limits of tolerance (K. Popper) and others (quote philosophy of nonviolence (V. Lektorsky, L. Tolstoy etc).

In the regard of the latter V. Lektorsky gives possible definitions of tolerance as: 1) indifference in the terms of liberalism, which states that the problems of a society in general are more important than the misunderstanding among certain people; 2) impossibility of mutual understanding (if we cannot understand another culture or behavior, we cannot a priori be hostile to it); 3) leniency to others' weaknesses; 4) expanding of personal experience and critical dialogue². The very last one is judged by the scientist as a true understanding of tolerance.

1 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

2 Лекторский В. А. О толерантности, плюрализме и критицизме / В. А. Лекторский // Вопросы философии. — 1997. — № 11. — С. 46–54.

Sociology perceives tolerance as a social reality, which is observed in situations, when social aspects of differences between people or groups become actual, are realized and structured³.

An important aspect of studying tolerance, essential in terms of the topic of this research, is its understanding as a value and means of conflict resolution. In this regard it is impossible to avoid talking about the classical research of T. Adorno and his colleagues that proves the existence of an authoritarian personality of a special type prone to prejudice. The main features of such a personality are conservatism, need for a strong leader, authoritarian aggression, caused by a need in an external object for release, stereotypes, superstitions, destructivity and cynicism⁴. As a result tolerance is defined as one of the core democratic principles, linked to the social freedom and human rights. In this respect, there is a stated difference between patience as passive behavior and tolerance as active social behavior, which is freely and deliberately chosen by a person, often with a lot of effort⁵.

Pedagogical studies regard tolerance as an important goal of the education process, as a means of reaching learning and up-bringing aims, and correspondingly as a requirement to a teacher's personality and work (B. Vulfov, B. Gershunsky, K. Waine etc.). In this respect K. Waine states that tolerance provides not only the recognition and respect to beliefs and actions of other people, but also the recognition and respect to these people⁶. Tolerance has the following characteristics: 1) *systematization*, as tolerance is a complex of elements, which form a unit being interlinked with each other, characterized by integrity, structural and hierarchical properties, interdependence with the surrounding, and plurality of description, i.e. all features of a system; 2) *subjectivity*, as both the subject and the object of tolerance are in active state in the process of activity; 3) *objectivity*, as tolerance is fulfilled only when there is a field of interests coordination and search for compromise; 4) *contextuality*, as the choice of the tolerance level depends on definite situations of interaction.

In terms of psychology as a result of theoretical analysis of literature

- 3 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.
- 4 Адорно Т. Исследования авторитарной личности / Т. Адорно // Актуальные аспекты проблемы толерантности в современном мире ; под науч. ред. И. Л. Первой. — СПб. : Изд-во С.-Петербург. ун-та, 2004. — 240 с.
- 5 Сорокин П. А. Человек. Цивилизация. Общество / П. А. Сорокин ; пер. с англ. ; общ. ред., сост. и предисл. А. Ю. Согомонов. — М. : Политиздат, 1992. — 543 с.
- 6 Уэйн К. Образование и толерантность / К. Уэйн // Высшее образование в Европе. — 1997. — Т. XXI. — № 2. — С. 14–28.

several *approaches to the research of tolerance* can be defined: humanistic, cognitive-behavioral, activity, acmeology and ecofacilitative approaches.

The mentioned approaches are about direct or mediate correlation of tolerance with well-known phenomena. In particular, in terms of *psychoanalytical* approach tolerance is regarded in the context of self-identification and inner conflict with the surrounding, and correspondingly with psychological defense or coping-strategies of behavior (Z. Freud, E. Ericsson etc.).

Conceptual aspects in terms of *cognitive-behavioral approach* are the basis for understanding the mechanisms of tolerance formation and manifestation, the ability of understanding of others' personal constructs (G. Kelly), in particular social categorization (G. Turner), cognitive dissonance (L. Festinger), stereotypes formation and attribution (F. Hayder), social representations (S. Moskovichi) and so on.; studying separate tolerance manifestations in behavior, especially social fears (G. Volpe), adequate self-understanding and acceptance (V. Romek), aggressive behavior (R. Beron, D. Richardson) etc.

A special attention is given to tolerance in *cross-cultural research* in the context of identification, intercultural adaptation and culture shock (G. Berry, D. Matsumoto, L. Pochebut, G. Triandis etc.). As a result it was confirmed that a positive self-acceptance (identification) fosters the positive acceptance of others (tolerance) and vice versa⁷. Moreover, it is shown that the basis of tolerance is the readiness to change⁸.

In *humanistic approach* the attention of researchers (A. Maslow, K. Rodgers etc.) is drawn to normative, value-oriented and personality-conceptual aspects of tolerance. G. Allport defines two ways of personality development: tolerant and intolerant. A tolerant person is free, kindhearted, responsible, democratic, self-aware and self-accepting. An intolerant person is characterized by the idea of self-uniqueness, desire to put the responsibility on others, authoritarianism, need of social order, desire of a strong power, willingness to belong to a certain external institution, group etc.⁹ Among the characteristics of a person who functions to the utmost, K. Rodgers defines a so-called «organismic trust», which is a self-trust of a person. People who have such a quality will also accept, respect, appreciate others, and in other words feel tolerant to them¹⁰.

7 Почебут Л. Г. Социальная психология / Л. Г. Почебут, И. А. Мейжис. — СПб. : Питер, 2010. — 672 с. — (Серия «Мастера психологии»)

8 Triandis H. C. Culture and social behavior / Harry. C. Triandis McGraw Hill Custom Publishing, 2004. — 330 p.

9 Олпорт Г. Становление личности: избр. труды / Г. Олпорт. — М. : Смысл, 2002. — 462 с.

10 Роджерс К. Свобода учиться / К. Роджерс, Дж. Фрейберг ; пер. с англ. — М. : Смысл, 2002. — 527 с.

In the frames of *activity approach* the main attention is paid to the research of the specifics of tolerant awareness and behavior formation (O. Asmolov, Y. Kolominsky, G. Soldatova etc.). For the development of conceptual basics of this approach D. Leontiyev offers to regard tolerance in terms of cultural-historical non-classical psychology as an integral phenomenon, that defines the position of acceptance of other values, views, customs as equal to own values, views, customs regardless of the degree of agreement with them. In the context of our research, the following idea of the scientist is very interesting: the problem of tolerance appears concerning any differences that can be a base for a personality's identity¹¹.

The representatives of the *acmeology approach* (B. Ananyev, N. Kuzmina (Golovko-Garshyna) etc.) see tolerance as an indispensable aspect of professionalism and maturity of a personality, whose sphere of activities is the interaction in the system "human-human". Basing on the conceptual grounds of this approach tolerance can be defined as an integral feature of a holistic personality in the unity of her personal, subjective and individual characteristics.

The *ecofacilitative approach* analyses tolerance in the process of living through a situation of uncertainty in case of the tendency to continue the process of transferring to a new stage or system of development in the conditions of absence of the basics of future development in the consciousness of the personality. Tolerance in the conditions of a new identity formation and absolutely new development possibilities serves as the main means of positive perception¹².

In terms of a complex *social-psychological approach* G. Bardiyer regards tolerance as the ability of a person to react positively to social differences that surround us and are revealed in the sphere of social relations, social experience and social behavior. The intensity of reaction to the differences is caused by the degree of their social and personal meaning in relation to social context and position towards the representatives of the differences. The researcher considers that the direction and quantitative image of tolerance/intolerance are determined by a specific complex of psycho-physiological, psychological and social attributes, as the differences that arouse tolerance or intolerance can be caused biologically, culturally-

11 Леонтьев Д. А. К операционализации понятия «толерантность» / Д. А. Леонтьев // Вопросы психологии. — 2009. — № 5. — С. 3–16.

12 Лушин П. В. Личностные изменения как процесс: теория и практика / П. В. Лушин. — Одесса : Аспект, 2005. — 334 с.

psychologically or socially¹³.

Thus, tolerance interacts with almost all social-psychological phenomena, is a multifaceted and complicated phenomenon, in which the following dimensions are identified: 1) orientation, which is correlated to unconscious samples of self-position, interpersonal, inter-grouped relations; 2) cognitive – through the understanding of personal constructs as a possibility to understand someone's system of constructs; 3) relations dimension, where relations are conscious and active interactions of a person with the world, primarily with other people; 4) behavioral (as skills to make contacts, resolve conflicts and assert); 5) volitive (as a complex of formed skills of self-regulation in the situations of frustration); 6) reflexive (as an ability to rebuild inadequate orientations, relations, constructs and actions)¹⁴.

Therefore, tolerance can be defined as an integrated personal characteristic that shows an active social position of a personality towards recognition of interests, values, views, customs of others that are different from the own ones, that do not contradict the morality, acceptance of the value of difference, openness towards a different experience, readiness to a dialogue and expanding of the personal experience on these grounds.

The kinds of tolerance (intergeneration, gender, interethnic, inter-confessional, professional, socio-economic, political) are connected to those socio-psychological phenomena which it deals with¹⁵.

Thus, researching the concept of "gender tolerance" it is rational to analyse the concept of "gender" as a socio-psychological phenomena of sex construction by means of social practices, defining the role and status of men and women in the society and its institutions¹⁶.

The traditional model of gender socialization is based on the polarity and opposition of people of different sex, forms asymmetric cultural judgments and expectations, which are addressed to a personality depending on their sex, traditional gender stereotypes and prejudice.

13 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

14 Гриншпун И.Б. Понятие и содержательные характеристики толерантности: к вопросу о толерантности как психическом явлении/ И.Б. Гриншпун // Толерантное сознание и формирование толерантных отношений: теория и практика : сб. науч.-метод. ст. — М. : МПСИ ; Воронеж : Модек, 2003. — С. 19–24.

15 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

16 Бем С. Линзы гендера: трансформация взглядов на проблему неравенства полов / С. Бем. — М. : РОССПЭН, 2004. — 336 с.

Therefore there is a threat of intolerance manifestations in the relations with people of the opposite sex, in other words – gender intolerance. The modern approach to the understanding of gender is based on the ideas of gender equality and is linked to the statement of equal rights and opportunities of a person, conditions of their self-realisation regardless of their sex attribution¹⁷.

It is mainly in this approach that *gender tolerance* is viewed as a socio-psychological characteristic of a person that enables them to be effective in situations of interpersonal relations, showing respect to the rights and individuality of any person regardless of their sex².

Gender tolerance of a person is a sign of their gender competence, which foresees that a person possesses: 1) knowledge of the existing situations of gender inequality, factors and conditions that they are caused by; 2) a skill to notice and give an adequate assessment of the gender inequality situations in different spheres of life; 3) an ability not to reveal in one's behavior any gender-discriminative practices; 4) an ability to resolve constructively personal gender problems and conflicts in case of their emerging¹⁸.

Therefore, we can define gender tolerance of teachers as a personal characteristic that enables to recognize the situations of gender intolerance in the learning process, to stand against any discriminative influence in terms of gender, not to create any situations of gender intolerance by personal actions. Gender tolerance stands for an active moral position of a teacher as a subject who makes a deliberate choice of peculiarities of communication with pupils of different sex on the grounds of gender equality.

On the contrary, in case of gender prejudice, which means social orientation with negative and perverted ideas towards people of the opposite sex, this is called gender inequality in relations and, correspondingly, gender intolerance.

Unfortunately, socio-cultural conditions of today's society foster intolerance manifestations in interpersonal relations of the participants of the educational process. Thus, the following stereotyped tendencies of teacher's relations with pupils are identified: 1) different explanation of children's success or failure depending on their sex, in particular, boys'

17 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

18 Нежинська О. О. Психологічні умови формування гендерної компетентності керівників загальноосвітніх навчальних закладів : автореф. дис. на здобуття наук. ступ. канд. психол. наук : 19.00.07 «Педагогічна та вікова психологія» / О. О. Нежинська ; Університет менеджменту освіти НАПН України. — К. : ДВНЗ «УМО» НАПН України, 2011. — 21 с.

failure is often explained by the lack of effort in a certain subject, and girls' failure is usually explained by the lack of abilities; this approach can cause a bigger motivation growth among boys, rather than girls; 2) teachers' primary reaction to boys' questions, giving them more time for answers, and general bigger attention (in positive as well as negative aspects) to boys in comparison with girls on all stages of education; 3) girls' orientation at the interpersonal relations with other people, which forms their sensitiveness to other people's expectations, especially teachers, and as a result behavioral models aimed at being obedient and corresponding to social requirements; 4) approval of boys' initiative and activity, which gives them the models of behavior oriented at their achievements' demonstration; if a boy is not interested in a lesson because of its easiness and complexity, he gets distracted, breaks the discipline more often than a girl¹⁹.

These tendencies can be explained on the base of the theory of causal attribution, according to which success or failure in any sphere are seen differently, depending on whether they are unexpected or on the contrary expected and quite probable. An expected behavior is usually explained by stable reasons, and unexpected – by unstable reasons. Thus, according to gender-role stereotypes, a high performance in some activity, good completion of a task achieved by a boy or a man, is most often explained by their abilities (which is an example of a stable reason), while the same result achieved by a girl or a woman is usually explained by their effort, luck or other unstable reasons. As a result, some personality displays that correspond to the stereotypes are strengthened, others – are weakened²⁰.

In this respect it is possible to assume that being oriented at the development of leader's features since their childhood (such as activity, initiative, self-confidence, independence etc.), men in future are more inclined to leadership than women, and this is one of the reasons why they represent the majority of the administration staff. Besides, because of the fact that women live in a more structured and directed world than men, they may become more conservative in their beliefs and use assimilative strategies, while men in the situations of problems resolution tend to follow accommodative strategies^{21 22}.

19 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

20 Горностай П. П. Гендерна соціалізація та становлення гендерної ідентичності / П. П. Горностай // Основи теорії гендеру : навч. посіб. — К. : К.І.С., 2004. — С. 132–156.

21 Бондарчук О.І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності : моногр. / О.І. Бондарчук. — К. : Наук. світ, 2008. — 318 с.

22 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

That is why the organization of a tolerant educational ambience on the grounds of gender approach is an important task of a modern teacher.

Conclusion.

Therefore, concluding from all abovementioned, gender tolerance of a teacher should be understood as a systematic personal feature, that reveals itself in self-acceptance and the acceptance of others as representatives of a certain sex, recognition of personal and others' gender identity; absence of any gender prejudice in the assessment of personality characteristics of people of opposite sex, skill to form partners' relations on the bases of active moral position. On the opposite pole there is gender intolerance, which is based on the prejudice as for the advantage of one sex over the other. The extreme degree of gender intolerance is sexism as discrimination of a personality as for their rights to take a full part in professional and social life depending on the sex.

The analysis of literature on the problem of gender tolerance allows to conclude that its development is influenced by society and culture, and in particular, fixed images of the contents and specifics of gender roles and stereotypes, which are transmitted to future generations through different socialization institutions, including educational establishments. Thus the definition of contents and components of gender tolerance of teachers is considered to be of high priority.

Perspective directions of future research.

The definition of contents, components, features of gender tolerance of teachers. Research on the levels and manifestations of gender tolerance of teachers. The study of psychological conditions of the development of gender tolerance of teachers in the system of postgraduate pedagogical education.

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Abstracts

ВІТАЛІЯ ПОЛЯКОВА. Гендерна толерантність педагогічних працівників: основні концептуальні підходи до дослідження. Статтю присвячено висвітленню основних концептуальних підходів до дослідження гендерної толерантності педагогічних працівників, виходячи з аналізу складових поняття «гендер» і «толерантність». Проаналізовано основні підходи до розуміння поняття «толерантність» у межах гуманітарних наук. Головну увагу приділено аналізу підходів до дослідження толерантності у межах психології. Здійснено аналіз поняття «гендер» як соціально-психологічного феномену конструювання статі засобами соціальної практики, яка зумовлює становище і роль жінки чи чоловіка в суспільстві та його інституціях. Висвітлено роль гендерної толерантності у діяльності педагогів. Наведено приклади проявів інтолерантності в міжособистісних стосунках педагогів з учнями.

Ключові слова: гендер, толерантність, інтолерантність, терпимість, гендерна толерантність, гендерна компетентність, педагог, гендерна рівність, гендерний підхід.

WITALIA POLAKOWA. Tolerancja genderowa pracowników oświaty: podstawowe konceptualne podejścia badawcze. W niniejszym artykule ukazano podstawowe konceptualne podejścia do badań nad tolerancją genderową pracowników oświaty oparte na analizie elementów składających się na pojęcia „gender” i „tolerancyjność”. Przeanalizowano podstawowe interpretacje pojęcia „tolerancyjność” z punktu widzenia nauk humanistycznych. Szczególną uwagę poświęcono analizie podejść do badań nad tolerancyjnością z punktu widzenia psychologii. Przeprowadzono analizę pojęcia „gender” jako społecznie-psychologicznego fenomenu kształtowania się płci poprzez środki praktyki społecznej określające rolę i stanowisko mężczyzn i kobiet w społeczeństwie i jego instytucjach. Pokazano rolę tolerancji genderowej

w działalności pracowników oświaty oraz podano przykłady przejawów nietolerancji w stosunkach osobistych między nauczycielami i uczniami.

Słowa kluczowe: gender, tolerancyjność, nietolerancyjność, seksizm, wyrozumiałość, tolerancja genderowa, kompetencja genderowa, nauczyciel, równość genderowa, podejście genderowe.

ВИТАЛИЯ ПОЛЯКОВА. Гендерная толерантность педагогических работников: основные концептуальные подходы к исследованию. Статья посвящена раскрытию основных концептуальных подходов к исследованию гендерной толерантности педагогических работников, исходя из анализа составляющих понятия «гендер» и «толерантность». Проанализированы основные подходы к пониманию понятия «толерантность» в русле гуманитарных наук. Особое внимание уделено анализу подходов к исследованию толерантности в русле психологии. Проведен анализ понятия «гендер» как социально-психологического феномена конструирования пола средствами социальной практики, определяющими роль и положение мужчины и женщины в обществе и его институтах. Показана роль гендерной толерантности в деятельности педагогов. Приведены примеры проявлений интолерантности в межличностных отношениях педагогов с учениками.

Ключевые слова: гендер, толерантность, интолерантность, сексизм, терпимость, гендерная толерантность, гендерная компетентность, педагог, гендерное равенство, гендерный подход.

VITALIYA POLYAKOVA. Gender tolerance of teaching staff: basic conceptual approaches to research. The article is devoted to the basic conceptual approaches to the study of gender tolerance of teachers, based on the analysis of the components of the concept of «gender» and «tolerance». The basic approaches to understanding the concept of «tolerance» in the humanities are analyzed. The main attention is paid to the analysis of approaches to the study of tolerance in psychology. The analysis of the concept of «gender» as a socio-psychological phenomenon of sex construction by means of social practices, defining the role and status of men and women in the society and its institutions, is performed. The role of gender tolerance in the work of teachers is shown. The examples of intolerance manifestations in interpersonal relationships of teachers and students are offered.

Key words: gender, tolerance, intolerance, gender tolerance, gender competence, teacher, gender equality, gender approach.