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STUDY ON SOME TARGET GENDER DIVERSITIES OF STUDENTS IN TERTIARY EDUCATION AREA

The study contains a review of the research literature on gender and education and summarizes the main findings from international performance surveys on gender differences of male and female students in tertiary education. The study therefore examines modern outcomes in this area, particularly revealing such concerns as: motivation and psychological issues of gender differences between male and female students; differences of teachers' attitude to male and female students as well as deals in part with co-education application in the studying and learning settings of male and female high school students. The conclusion summarizes the main priorities of gender diversities in high school and then outlines the possible directions that educational process of tertiary school might move towards in order to counterbalance existing inequalities and differences.

Key words: gender differences, male and female, senior students, high school, conservative and progressive approaches, cooperative learning (co-education), outcomes.

ACTUALITY OF THE PAPER. During the course of English teaching, it is discovered that females' achievement is better than those of males'. However, most of the teachers have never thought over the problems such as: Where do the schoolgirls do well? How much better? Why better?. It also means we only pay attention to the conventional teaching principles such as teaching students in accordance with their aptitude, but turn blind eye to the differences in studying psychology, studying ability and so on between the females and males. It's very necessary to compare the features and differences in language learning between them, and to further explore the questions: What's the difference? How to improve their achievements by making use of the differences? [4]

In the mingled high school, almost half of the students are females. What's more, there is nobody to study the gender differences of English teaching in our country's high school. We all ignored the gender differences in the teaching process and didn't make systematic analysis and research of the differences between the schoolgirl and the schoolboy, so we didn't fully understand the differences between them in language learning psychology and the language learning ability. That is based on the foundation of teaching students in accordance with their aptitude. This research can compensate the blind spot in the English teaching and strive to explore the student's potential energy and improve the practicability of the English teaching [2, 4].

To our students, English is a foreign language; there are many factors which affect their language studying. Among these, the teachers' factor is the external cause; the student himself or herself is the internal one. Internal cause is the key factor, so I deal with the internal one in details and make a simple analysis about the external causes and explore some related research results, together with my investigations and experiments. From these we can know how much the factors mentioned above can affect the males' and females' English learning [4].

MATERIAL AND THE OUTCOME OF THE SURVEY. Historically, there have been two main approaches to educational gender or sex differences in western cultures. The first is *conservative approach* in the sense that social and cultural difference between men and women is seen as biological, natural and therefore unchanging. In many cultures and at many periods in history, this perspective went unchallenged, underpinned by a large literature focusing on women's inferiority.

For example, in nineteenth-century Britain, males and females were expected to take up separate roles in society: men were associated with the public sphere and women with the private.

So-called scientific studies were published that ‘proved’ that if women entered universities, their reproductive capabilities would be harmed [2].

A twentieth century development of this perspective is that differences in behavior between the sexes stem from innate biological differences between girls and boys. Accordingly, men are physically stronger, less resilient, have greater spatial, numerical and mechanical abilities and tend to see the world in terms of objects, ideas and theories.

Women on the other hand mature physically and psychologically at an earlier stage, are more affiliative and nurturing, have higher and more precocious verbal skills and see the world in personal, aesthetic and moral terms [2].

In an influential book “*Males and Females*” Hutt asserted, for example, that women and men are intrinsically different and that, therefore, these characteristics are not susceptible to change. From this conservative perspective on sex differences, education is seen as a means of socializing and educating boys and girls into their ‘natural’ roles as men (breadwinner, work-oriented, head of the family) and women (nurturer, career, family-oriented).

The second, *progressive approach*, perceives men and women’s social roles as shaped largely by influences arising out of history, culture and society, and thus constantly in the process of change as society itself changes. From this point of view, women have occupied different positions historically because Western and other societies are patriarchal, that is that men have power over women and therefore are in a position to interpret so-called biological differences in stereotyped ways. The emphasis of this perspective is to understand gender or sex difference as a cultural phenomenon, arising out of the dominant ideas of a particular era or culture. Education is here regarded as an instrument for creating awareness of why particular sex differences are seen as important at particular times and for encouraging greater equality between the sexes, as well as for challenging dualistic and stereotyped assumptions [2].

Nevertheless, the research of gender differences originated in the west, so the foreign writings on the gender difference are countless.

Gender difference is one of the research contents of differential psychology, with a history of nearly hundred years since the journal of *W. Stern Differential Psychology* published in Germany in 1911. In the 1920s, the relationship between gender differences and language learning captured the eyes of anthropologists, psychologists and sociologists, and on which they did a lot of researches [5].

Namely, the famous American psychologist *E. Thorndike* showed that women are better than men in terms of language expression and short-term memory with her experiments, and the intuition, space analysis of comprehensive ability, and experimental observation, reasoning and historical knowledge of men are better than women [5].

And in the 20th century, the professor of Stanford University *E. Maccoby* and *C. Jacklin* quoted in *The Gender Differences in Psychology* that “the main factor that boys and girls have obvious gender difference is that girls have better language ability”. *Burstall* found that girls more scattered in all language testing than boys, during his tracking study to 6,000 French children in 1975. In 1987, *Boyle* did a survey to 490 Hong Kong students about their English learning, and then he found the girl’s English proficiency test scores were significantly higher than boys in nearly ten times [5].

American linguist *Ellis* explicitly mentioned in his book *The Study of Second Language Acquisition* that there exists differences of language learners in language learning, such as gender differences, age differences, cognitive differences, personality differences, learning motivation and learning strategy difference. And in the study of gender differences, most researchers agree that women are superior to men in learning a foreign language. All these findings suggest that the gender difference existed objectively, and in terms of learning a second language, girls have obvious advantages than boys [1].

FUNDAMENTAL INVESTIGATION REVIEW. The study contains a review of the research literature on gender and education and summarizes the main findings from international performance surveys on gender differences in education. It also shifts in ideas are considered as well as those in policy and practice. It argues that there has been a shift from gender and education as an area of policy largely concerned with righting the wrongs against girls and women to one which is influenced by cross-cultural studies of examination performance and boys' so-called educational under-achievement. The ongoing research discusses the issue of co-education versus single-sex education. The survey resents some critical issues with respect to staff's attitude to male and females in education [2].

Therefore, taking mentioned above researches into account, we can highlight *the aims and goals of the paper*, that are as follows: to review the phenomenon of motivation and psychological issues of gender differences between male and female students; to focus on differences of teachers' attitude to male and female students as well as deal in part with co-education application in the studying and learning settings of male and female high school students.

Firstly, *motivation and psychological issues of gender differences between male and female students*. How students feel about themselves has been perceived as crucial to their school performance; thus, studies of gender difference in student 'self-concept' have been of much interest.

However research evidence is inconclusive with findings ranging from little evidence of difference to males having far higher self images. Student 'motivation' to do well at school is also an important factor. For example, a Belgian study suggests that (some) boys' underachievement is associated with their generally negative attitudes towards schools, in particular their less positive relationships with teachers, lack of feeling of well-being while in school, and their poor attitude towards schoolwork. However, the study also shows that at lower academic levels, boys who are least attentive in the classroom, least interested in learning tasks and least motivated towards learning tasks achieve better than predicted. Analysis suggests that these individuals are able boys who are particularly 'demotivated'. In Scotland, boys' behavior is demonstrably worse than that of girls, with four times as many secondary-aged boys than girls facing exclusion from school [2, 5].

Secondly, *differences of teachers' attitude to male and female students*. Even when teachers believe that they treat their students equally, they are more likely to chastise male students and pay them more attention, while at the same time creating greater dependency in their female students.

Hence, a variety of studies from different countries have shown that both male and female teachers tend to encourage passivity and conformity in their female students while at the same time valuing independence and individuality in their male students. They thus allow boys to be naughtier because they think it natural and, for the same reasons, expect girls to take up 'domestic' related activities such as caring for others or cleaning-up in the classroom. Female students are generally perceived to be more cooperative and malleable, and males more confident and able. Even when females are seen as better students, such as by science teachers in *Chetcuti's Maltese study*, the reason given is behavioral rather than cognitive or intellectual, that female students are more meticulous in their work and 'study harder' than male students [2].

Thus teachers' general lack of awareness of how they use gender as an important organizing and categorizing factor, and their tacit assumptions about gender have together had a profound effect on student behavior. One solution suggested to Scottish teachers is to engage in gender-sensitive teaching which both addresses students' different learning styles and preferences, and avoids the imposition of stereotypes.

The final issue is *co-education application in the studying and learning settings*. Co-education has different meanings in different countries. On the one hand, the label is used descriptively to refer to the fact that the school takes in girls and boys, but otherwise is no different from other schools. On the other hand, co-education can be interpreted as more ideologically laden, and associated with policies of gender equality.

Co-education accepts the biological difference between men and women, but rejects the assumption of male and female stereotypes, therefore automatically rejecting the existing hierarchical structure which favors men over women and thus enabling other barriers of hierarchy to be broken down. Co-education consists of education girls and boys alike in a context over and above those gender roles which society prescribes for each sex.

Studies of mixed-sex classrooms have consistently shown that boys receive more teacher attention and that teachers place more importance on boys' learning and boys' presence generally [2, 4].

RESUME. In conclusion, we would like to highlight the basic attractive characteristics of the comparison and analysis of the factors influencing male and female students in senior high school of the foreign language acquisition, it can be known that male and female students are different in the studying process. Therefore, the outlined diversities between the male and female students in foreign language, especially in English learning should attract the attention of students and teachers.

Moreover, we educators should admit this kind of difference, attach importance to this difference according to gender difference, learn their respective advantages of the concept on teaching of gender difference, and improve the efficiency of English teaching and learning [5].

Furthermore, as education workers, we should teach according to the characteristics of the male and female students and the teaching material arrangement. And we should not only understand the discrepancies between male and female students mentally, correcting the traditional negative gender bias and gender concepts, more should be done according to the difference of teaching, and at the same time, but also play the respective advantages of the male and female students according to the difference of teaching to help them avoid short points. So it is advocated to cooperative learning, especially the cooperative learning group of boys and girls in language teaching in senior high schools [4].

On top of this, in the modern education field, teaching in accordance with the aptitude must be put into practical use. However, in the old days we didn't think of the gender differences of the aptitude. There are quite a lot of differences between male and female students no matter in personality, psychology or physiological psychology that must be taken into account in further scientific surveys.

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ДОСЛІДЖЕННЯ ОКРЕМИХ ЗНАЧЕННЄВИХ ГЕНДЕРНИХ ВІДМІННОСТЕЙ СТУДЕНТІВ СФЕРИ ВИЩОЇ ОСВІТИ

Дослідження містить огляд наукових результатів з питань гендеру та освіти, демонструючи основні висновки міжнародних опитувань щодо гендерних відмінностей студентів чоловіків і жінок у вищій освіті. Тому у статті розглядаються сучасні результати в цій галузі, зокрема, висвітлюються наступні питання: мотивація та психологічні проблеми гендерних відмінностей між чоловіками та жінками; відмінності у ставленні вчителів до студентів чоловіків і жінок, а також частково розглядається питання стосовно впровадження спільної освіти студентів чоловіків і жінок у рамках навчального процесу вищої школи. Висновок узагальнює основні пріоритети гендерних відмінностей у вищій школі, а також окреслюються можливі напрями, якими навчальний процес вищого навчального закладу може рухатись з метою протистояння існуючим нерівностям та відмінностям.

Ключові слова: гендерні відмінності, чоловіки та жінки, студенти вузу, вища школа, консервативні та прогресивні підходи, кооперативне навчання, результати.

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ИССЛЕДОВАНИЕ ОТДЕЛЬНЫХ СМЫСЛОВЫХ ГЕНДЕРНЫХ РАЗЛИЧИЙ СТУДЕНТОВ СФЕРЫ ВЫСШЕГО ОБРАЗОВАНИЯ

Исследование содержит обзор научных результатов по гендеру и образованию, демонстрируя основные выводы международных опросов относительно гендерных различий студентов мужчин и женщин в высшем образовании. Поэтому в статье рассматриваются современные результаты в этой области, в частности, освещаются следующие вопросы: мотивация и психологические проблемы гендерных различий между мужчинами и женщинами; различия в отношении учителей к студентам мужчинам и женщинам, а также частично рассматривается вопрос о внедрении совместного образования студентов мужчин и женщин в рамках учебного процесса высшей школы. Вывод обобщает основные приоритеты гендерных различий в высшей школе, а также определяются возможные направления, которыми учебный процесс высшего учебного заведения может двигаться с целью противостояния существующим неравностям и различиям.

Ключевые слова: гендерные различия, мужчины и женщины, студенты вуза, высшая школа, консервативные и прогрессивные подходы, кооперативное обучение, результаты.

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