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## THE SEX DIFFERENTIATION IN THE PRESCHOOL GROUP – DOES IT NEED PEDAGOGICAL CORRECTION?

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One of the steadiest and most important elements in the complex process of shaping of the self-awareness is the realization of somebody's own sex affiliation. The initial sex differentiation is the basis for the whole system of self-valuations, through which the level of correspondence of the personal behavior with the traditional concepts of the opposite sex is determined. This is a complex biosocial process of making a choice and mastering an appointed model of conduct, which determines the inclusion of the child in the existing in a certain society system of sex differentiation.

In the process of sex socialization, not only the family /the adults/ play an important role, but also the other children /coevals/.

The kindergarten creates premises for meeting the growing necessity at the preschool age for joint activity together with coevals. The intensive daily communication and interaction between the children contributes for shaping an adequate valuation and self-valuation, for mastering the moral norms of conduct. The life in the group suggests role models, which are followed as an example, whose specific role is determined by the circumstance that it is exercised by coevals, and that means that it is emotionally close and accessible for the kid.

Along with its other function, the children society favors and stimulates the realization and acceptance of the personal sex belonging of the kid.

During upper preschool age, the preferences of the children towards partners of the same sex is clearly expressed. Stable unions with homogenous sex groups predominate in the joint activities. This is determined by the process of the sex differentiation, which becomes an indivisible part of the general process of socialization.

Thus, two pro-structures emerge in the children's group – the sub-structure of the boys and the sub-structure of the girls, which, by some degree, narrows and makes weaker the contacts of the children /T.A.Repina/.

From another side, the realization of the personal sex affiliation of the child is often accompanied with feelings of pride, as well as with slighting, even negative attitude towards the adults of the opposite sex. The stabilization of such attitude reflects on the style of communication and interrelations between the children, and it is possible for permanent negative traits of the behavior to form in the boys, as well as in the girls.

To a large degree this is conditioned by the existing stereotypes for masculinity and femininity. Even though they are historically changeable, they are distinguished with a big stability, and they noticeably lag behind the changes in the real sex stratification. Despite the tendency for decrease of the polarization between the sexes in the contemporary society, the sex differences are often perceived as

something synonymous, which is unavoidably connected with the sex affiliation of the individual.

Along with that, there is an inclination for orientation towards the polar images of “male” and “female” in the kids.

All of this creates premises for the representatives of the male and female sexes to perceive themselves as separate opposing and competing groups. Specific opinions for the boys and the girls form with a spontaneous movements in the children, and these opinions frequently need pedagogical correction.

In connection with that, more specific problems arise in the educational work, which are connected with the sex differentiation. This problem is a compound part of the problem for the interaction among the children in the group, because it determines their internal structure and dynamics of development. A complex task emerges for the pedagogue – “to find roads, which contribute for the friendship between the boys and the girls, and at the same try to not hamper the process of the sex differentiation, but carefully correct it” /T.A.Repina/.

In this sense, a differentiated approach is needed, which includes some characteristics of the sex-role behavior with the direction of the children’s interrelations.

The tasks of the conducted psychological-pedagogical research emerged in three directions:

- to study the concepts of the children for both their own and opposite sex as a motivation for valuation-electoral attitude towards the coevals;
- to analyze the peculiarities of the emergence of interrelations between the boys and the girls in the children’s group /through verbal and real plan/;
- to define the ideas and the attitude of the adults /parents and pedagogues/ towards the peculiarities of the sex differentiation at preschool age.

For solving of thus specified tasks, different diagnostic methods were used – observation, talks with children, surveys with parents and pedagogues, study of children’s drawings, provocative situations, social-metrical methods, and others. This contributed for achieving the fullest possible understanding of the dynamics of the interrelation in the children’s group.

On the basis of the information we received, we determined that the problem for the negative interrelations between boys and girls exists, and it is also stated by pedagogues, as well as by parents. Unfortunately, there is lack of understanding of the essence and the causes of this occurrence. The parents view them especially in the children themselves /sex peculiarities, influence between each other/, while the pedagogues are trying to find them in the family upbringing. The increased sex differentiation in the character and the determinations of the 5-6 year old kids is not taken into consideration.

It ought to be noted that the pedagogical interaction is most often age-oriented, not personality-oriented. In practice this means neglecting the individual characteristics, which are connected with the gender and the unification of the children, which hampers their full socializing. Thus, for example, a frequent occurrence is that the pedagogue gives a positive evaluation of the girls in the group as a whole, and this scientist sets that against the negative evaluation of the boys. On first sight it appears that the attitude of the pedagogue is determined by the sex affiliation of the kids. In fact, it is not like that. What is tried to be done is that the

boys are being thought to be kind, obedient, or in other words, to follow the example of the girls. They /the boys/ are being blamed for the fooleries, which are often an expression of the typical for their sex inclination towards active and transforming activity.

In their requirements and evaluations the adults treat the children according to the normative expectations for the respective sex, but this is not done consciously and purposefully. At the same time, it turns out that the concepts of the sex differences are conditioned by already aging stereotypes /it is amazing how this is noticed with parents, as well as with professional pedagogues/.

All this reflects negatively on the style of the pedagogical interaction, and often leads to intensification of some negative consequences of the sex differentiation.

When we studied the concepts of the children of both sexes, we determined that they are highly polarized and influenced from old stereotypes. The evaluation and electoral attitude towards the coeval-representatives of the other sex is determined in a large degree from these stereotypes. The children calmly and honestly express their negative attitude towards the coevals from the other sex, and they obviously think that it corresponds to the normative expectations. That offers explanation to the fact that they express more explicitly their negativism towards the opposite sex through the verbal plan, than through their behavior. For example, in their evaluation of a certain personage, they give expression to their stereotypical mental picture of the behavioral and moral characteristic of corresponding sex even when it contradicts to their worldly knowledge.

The results from the observations in different regime moments confirm the tendency for prevailing same-sex unions, which are more stable and closed in comparison with the mixed-sex unions. The latter occur in connection with the role expression in the games of social interactions, which are connected with stereotypical ideas for masculinity and femininity. The kids themselves consciously obey to the necessity to structure mixed unions in the name of the good play. With such unions, it is noticed that there is better tolerance when including new partners, but worse and bigger conflicts.

In conclusion, it can be said that it is necessary to plan an organization of the interrelations between the boys and girls in the group as a special task in the pedagogical work. The efforts must be directed towards achieving positive changes in the valuation-selective attitudes between the kids through enriching and correcting their concepts for the sexes.