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PSYCHOLOGICAL TECHNOLOGIES FOR OVERCOMING THE NEGATIVE CONSEQUENCES OF GENDER STEREOTYPES ON THE SOCIALIZATION OF ADOLESCENT GIRLS

PSYCHOLOGICKÉ TECHNOLOGIE NA PREKONÁVANIE NEGATÍVNYCH DÔSLEDKOV RODOVÝCH STEREOTYPOV NA SOCIALIZÁCIU ADOLESCENTNÝCH DIEVČAT

Yurii Mosaiev¹ and Anna Yurenko²

Abstract. The article examines the features of the negative impact of gender stereotypes on the socialization process of adolescent girls. The theoretical and methodological foundations of the socialization of adolescent girls are established. The theoretical concepts of the formation of the personality of adolescent girls are studied in the context of their socialization at the initial stage of interaction with the main social institutions. The article conducts an empirical study of the negative impact of gender stereotypes on the socialization of adolescent girls using the example of the model school "Person" in the city of Odesa, Ukraine. The research methodology was composed of the following methods: "prevalence of gender stereotypes" (T. Govorun, O. Kikinezhdi, 2004); the method "Study of gender schemes of personality by the method of semantic differential" (O. Kustova, 2003). An empirical study was conducted using the indicated methods with an analysis of its results. The article offers recommendations for overcoming the negative impact of gender stereotypes on the socialization of adolescent girls using coaching and mentoring.

Keywords: gender, gender stereotypes, socialization of adolescent girls, coaching, mentoring.

Abstrakt. Článok skúma charakteristiky negatívneho vplyvu rodových stereotypov na proces socializácie dospievajúcich dievčat. Sú stanovené teoretické a metodologické základy socializácie dospievajúcich dievčat. Teoretické koncepty formovania osobnosti dospievajúcich dievčat sú študované v kontexte ich socializácie v počiatočnej fáze interakcie s hlavnými sociálnymi inštitúciami. Článok vykonáva empirickú štúdiu negatívneho vplyvu rodových stereotypov na socializáciu dospievajúcich dievčat na príklade modelovej školy „Osoba“ v meste Odesa na Ukrajine. Metodika výskumu bola zložená z nasledujúcich metód: „prevalencia rodových stereotypov“ (T. Govorun, O. Kikinezhdi, 2004); metóda „Štúdium rodových schém osobnosti metódou sémantického diferenciálu“ (O. Kustova, 2003). Empirická štúdia bola vykonaná s použitím uvedených metód s analýzou jej výsledkov. Článok ponúka odporúčania na prekonanie negatívneho vplyvu rodových stereotypov na socializáciu dospievajúcich dievčat pomocou koučingu a mentoringu.

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Kľúčové slová: rod, rodové stereotypy, socializácia dospievajúcich dievčat, koučing, mentoring.

Introduction. Gender stereotypes remain an extremely relevant challenge for modern society, as they have a significant impact on the formation of the personality, self-esteem and future orientations of girls. It is during adolescence that social norms and behavioral patterns are learned that determine interaction with the environment, in particular with social institutions. During this period of life, the foundations of how a girl sees herself in relationships with others both boys and girls are laid, which is often accompanied by the formation of ritualized behavioral patterns and a complex of social attitudes. During adolescence, girls often face internal insecurity caused by the pressure of social ideas about the «ideal» appearance. The media and social networks create a distorted idea of beauty, demonstrating retouched images of bloggers, stars and models. Constant comparison with these unrealistic standards can cause disappointment in oneself, a drop in self-esteem and the development of psychological complexes. The illusory «perfection» promoted by social platforms often leads to feelings of inferiority and provokes dangerous consequences, including eating disorders such as anorexia or bulimia. In addition to the influence of digital media, social pressure from peers also plays a significant role in reinforcing stereotypes. In the school environment, there is often a tendency to judge a person solely by their appearance, which causes bullying and social alienation of those who do not fit into the imposed «norms». Gender stereotypes are one of the most significant barriers in the socialization process of adolescent girls. They not only limit freedom of expression, but also affect life choices, in particular in the field of education and professional fulfillment. Unrealistic expectations regarding "feminine" behavior or appearance create an internal conflict that complicates the development of the personality.

The purpose of the study: to investigate the impact of gender stereotypes on the socialization of adolescent girls and develop recommendations for overcoming their negative consequences.

Presentation of the main material. The issue of gender stereotypes and their impact on the socialization process of adolescents remains one of the key issues in modern social discourse. The gender transformations that we observe today significantly affect both the individual development of young people and the dynamics of changes in various social groups. This impact can have both positive consequences that contribute to the harmonious inclusion of the individual in social life, and negative ones that complicate the adaptation of adolescents to social conditions.

Gender stereotypes are persistent ideas about the "proper" behavior, appearance, and social roles of persons of different sexes. They are deeply rooted in public consciousness and regulate what women and men "should be" in various life situations. Such stereotypes cover aspects of gender behavior, appearance, and the distribution of roles in society, and also affect the professional self-determination of the individual (L. Ziqi, 2016). In modern scientific research, the emphasis is mainly on studying the destructive impact of these stereotypes on the processes of socialization and enculturation of adolescents. This is due to the fact that most gender narratives that

dominate mass culture have a historical origin and often carry outdated, discriminatory attitudes.

The modern understanding of the concept of "gender socialization" involves the process of assimilation by an individual of culturally conditioned models of gender behavior, roles, values, and norms inherent in a certain society. An important component of this process is the formation of gender identity, which includes not only the individual's awareness of his or her own gender, but also sexual orientation, individual "sexual scenarios", personal preferences, and a system of gender stereotypes (S. Mitina, 2020). A feature of the modern approach to understanding gender roles is their deep intertwining with issues of sexuality and historically formed models of masculine and feminine behavior.

Despite the fact that today's society demonstrates a tendency towards greater flexibility in matters of gender norms, many stereotypes continue to be reproduced steadily. This inertia in thinking indicates a high degree of entrenched traditional ideas. That is why the study and critical analysis of gender stereotypes is not only relevant, but also extremely necessary at the current stage of development of socio-humanitarian sciences (L. Vovk, 2015). Special attention should be paid to the development of an effective methodological approach to the analysis of the impact of these stereotypes on key social processes, in particular on the formation of identity, value orientations and behavioral strategies in the adolescent environment.

According to V. Kravets, gender stereotypes can be classified into several main categories. The first group consists of ideas about masculinity and femininity. According to the stereotype approach, masculine traits are associated with an active, creative nature and instrumental qualities of the personality: initiative, dominance, confidence, a tendency to rational thinking, aggressiveness and leadership potential. In turn, femininity is traditionally associated with passivity, emotionality, dependence, caring and low self-esteem, that is, traits that are considered expressive (O. Kiz, 2010). These characteristics are usually presented not only as polar, but also as such, which should complement each other in the social system. The second cluster of stereotypes concerns the social and professional division of roles between the sexes. Women are often attributed with limitations to the private sphere, traditionally assigned to them the roles of caring mothers, housewives and educators, responsible for maintaining family warmth. Men, on the contrary, are seen as the main figures in the public space: those who should achieve professional heights, provide for the family financially and be active participants in social life.

The third group of stereotypes is related to labor specialization. There is a prejudice that women should perform auxiliary or service functions, working mainly in expressive industries such as education, medicine, social services or trade. While men are attributed to belonging to the instrumental type of labor with an emphasis on managerial roles, technical or creative activities, as well as leadership positions in the hierarchy of the professional environment.

Gender stereotypes not only form the basis for discriminatory practices and social inequality, limiting the freedom of personal choice, but also often level individual qualities and potential of the individual that do not fit into traditional ideas about the

"norm". They can narrow access to important social resources and opportunities. One of the main reservations about such stereotypes is that they create barriers to the free development of a person, regardless of their gender, which makes it impossible to fully express themselves, affects the formation of self-confidence and prevents the realization of one's aspirations at different stages of life. In the context of modern Ukraine, which has been in a state of constant social, political and economic changes since the beginning of the 21st century, the study of the phenomenon of gender stereotypes acquires particular significance and relevance. Ukrainian researcher O. Vilkova, analyzing both the constructive and destructive functions of gender representations, notes that their nature is determined by the extent to which the content of stereotypes is consistent with state social policy strategies at a specific historical moment, as well as by the way in which their distribution and influence are controlled (I. Ivanova, 2024). In view of this, the analysis of gender stereotypes, in particular in the field of the distribution of family roles, has not only theoretical, but also applied value for sociological science. This allows for a deeper understanding of the processes of formation, development and functioning of society, its structure, social ties and mechanisms of interaction between its components.

The methodological specificity of gender studies is the use of an interdisciplinary, critical-reflexive and socially sensitive approach to the analysis of the role of sex and gender in a social context. This area of research goes beyond the biological understanding of sexuality, focusing on cultural, social and symbolic factors in the formation of gender identity, roles, as well as structural inequality and discriminatory practices.

The analysis of the negative impact of gender stereotypes on girls in adolescence has both a conceptual and a practical-empirical component. The study of this phenomenon allows us to outline the scope of the impact of stereotypes on the social behavior of adolescents, their self-perception, the formation of self-esteem and models of interaction in the social environment. The practical part of the study is based on empirical data, which makes it possible to identify dominant trends in the perception of gender roles and formulate effective ways to overcome stereotypical thinking through socio-pedagogical work.

The results obtained allow us to objectively evaluate the hypotheses and assumptions underlying the study, as well as to offer recommendations for reducing the negative impact of gender stereotypes on the socialization process of adolescent girls.

When considering the impact of gender stereotypes on the socialization process, it is important to realize that this impact can manifest itself in both overt and latent forms. It is during adolescence that social roles are actively learned, which in the future can become a limitation for personal growth, hinder self-realization and negatively affect psycho-emotional well-being. Socially imposed ideas about the "correct" behavior of girls and boys, rigidly fixed gender expectations and standards can become a source of internal contradictions, lead to a decrease in self-esteem, a sense of inadequacy, psychological pressure or an identity crisis. Gender-based pressure that teenage girls face requires special attention. They often find themselves in a situation of double standards, face underestimation of their own achievements, limitations in choosing life

paths and suppression of ambitions due to social prejudices. In this regard, the key task of the study is not only to analyze the scale and nature of the impact of gender stereotypes on the emotional state, behavior and adaptation process of girls in society, but also to develop practical approaches to overcoming these challenges. Among the priority areas are the implementation of targeted support programs, trainings on the development of critical thinking and gender awareness, as well as the formation of an inclusive educational space that will support girls in the process of becoming self-sufficient, independent individuals, free from the limitations of stereotypical thinking. Therefore, combating the negative impact of gender stereotypes in adolescence is not only a pedagogical or psychological problem, but also an important component of the formation of a democratic society based on equality, respect for individuality and recognition of the diversity of social roles.

Due to the complexity of identifying and assessing the negative impact of gender stereotypes, the study used the questionnaire by T. Govorun and O. Kikinezhdi (T. V. Govorun, O. M. Kikinezhdi, 2004). This tool is validated and methodically verified, widely used in psychological and sociological practice. Its use allows not only to record the level of stereotyping of consciousness, but also serves as the basis for the formation of effective preventive and corrective strategies in the areas of education, upbringing and social support. In particular, for educational institutions it is important to understand how gender stereotypes affect the behavioral models of schoolchildren and students. The questionnaire allows teachers, psychologists and social workers to timely identify the presence of established stereotypical ideas, to conduct corrective work through interactive teaching methods, trainings on the development of critical thinking, thematic discussions. In the context of social changes aimed at European integration, the affirmation of human rights and the implementation of gender policy, there is a growing need for reliable data collection tools for monitoring social transformations. The questionnaire "Prevalence of Gender Stereotypes" provides a qualitative study of culturally embedded ideas about gender, helps identify "problem points" in the process of socialization and the formation of a more inclusive, tolerant educational policy. The tool consists of 10 questions aimed at identifying the depth of assimilation of stereotypes about the social roles of men and women. Its content structure is based on the analysis of social roles that dominate the mass consciousness, and forms an idea of "typical" behavior of representatives of each gender. This allows you to delve deeper into the essence of the problem of the influence of outdated thinking patterns on the self-perception of the individual and form an effective vector of socio-pedagogical intervention. The second method of the empirical stage of the study was the method "Investigation of gender schemes of the individual by the method of semantic differential" in the adaptation of O. Kustova (O.L. Kustova, 2003). The use of semantic differential allows us to investigate what the individual's ideas about masculinity and femininity are, as well as the degree of correspondence of these ideas to traditional or alternative gender schemes. In the context of the formation of gender identity, which is especially relevant in adolescence and young adulthood, this method acts as an informative tool for identifying the flexibility or rigidity of gender perception. Kustova's method is special in that it reveals unconscious cognitive attitudes that are usually not recorded through classical questionnaires or tests. This allows us to obtain a

more comprehensive picture of the individual's inner world and to trace how social, cultural, religious and educational factors influence gender identity. In the context of changes taking place in Ukrainian society under the influence of European democratic guidelines, such information is extremely valuable both for scientific analysis and for the development of practical programs for working with youth. The semantic differential allows us to assess what characteristics a person attributes to himself within the framework of the "masculinity – femininity" dichotomy, thereby opening up opportunities for a deeper understanding of the structure of the "I" image. Therefore, the study of gender schemes using this methodology allows us to better understand the process of forming gender consciousness, as well as to support the formation of a free, conscious personality capable of resisting the pressure of stereotypes.

The empirical research was carried out in stages, adhering to the logic of scientific research and methodological consistency. The Persona modeling school, which operates in the city of Odesa, was chosen as the base platform for the research.

The choice of this particular agency is due to a number of important factors. First, modeling agencies are a specific social space where the appearance, style of behavior, and image of a girl are formed under the influence of established cultural norms and expectations. In such an environment, gender stereotypes are particularly pronounced and have a potentially significant impact on the process of forming self-esteem, identity, life guidelines, and models of social interaction of adolescents.

Secondly, the activities of the Persona school are focused specifically on the adolescent audience, in particular on girls aged 14–16, which makes it possible to study the influence of stereotypes in a critical period of personality formation. Girls' participation in educational programs, photo shoots, and public events creates conditions for the consolidation or transformation of gender perceptions. Research in this context allows us to assess not only the level of stereotyping, but also the presence of mechanisms for counteracting discriminatory attitudes.

In addition, the choice of the Odessa school model allows us to trace the specifics of gender influences in the local Ukrainian context - taking into account cultural differences, regional mentality, and social expectations. The Persona Agency showed willingness to cooperate, provided access to respondents and staff, which created favorable conditions for the collection of high-quality empirical data.

50 girls aged 14 to 16 participated in the study. One of the parts of the empirical stage was a survey, in particular with the question: "Do you feel the negative impact of gender stereotypes on yourself?" According to the survey results, 78% of respondents gave an affirmative answer, which indicates the relevance of the problem in this social environment. At the same time, 14% of girls indicated that they did not feel the impact of stereotypes on their own lives, and another 8% were unable to determine their own position on this issue.

The above indicators indicate a correlation between negative self-esteem and gender stereotypes. And therefore we can talk about the importance of work on preventing the negative impact of gender stereotypes on the socialization of teenage girls.

Based on the results of the study, we determined that:

58% of girls agree that gender stereotypes negatively affect the perception of their appearance. Generating complexes, which directly affects their relationships with peers. Manifested in a decrease in ambitions and fear of expressing their opinions.

23% of girls note that gender stereotypes negatively affect self-confidence and their actions/words. And constant comparison of themselves with “ideal standards” in social networks. Manifested in a decrease in ambitions and fear of expressing their opinions.

10% of girls note that they have compliance with social roles in society, this link is characterized by compliance with the division into “feminine” and “masculine”.

9% have a negative impact of gender stereotypes on their emotional and physical health. Which includes manifestations of anxiety and eating disorders.

The results obtained make it clear that gender stereotypes have a high impact on the perception of themselves, self-esteem and a distorted understanding of their own "I" in society as a whole, generating a distorted view of the world as a whole. Which makes it clear that stereotypical representations of society have a negative impact on the personality of a teenage girl.

The results of the questionnaire according to the method of T. Govorun and O. Kikinezhdi "Prevalence of gender stereotypes". Showed us that 50% agree that a woman should always look "ideal" and feminine; 31% of girls partially or completely agree with the statement that a woman is less able to make important decisions; 12% believe that women are more inherent in "taking care of the home" than in a career; 9% of girls believe that a woman should not hold leadership positions.

This survey shows that most girls have a distorted vision of a typical woman and man. This affects the understanding of their opportunities in society and does not allow them to fully understand their opportunities in society. When you do not have this understanding, you lose self-confidence and this in most cases negatively affects your so. Socio-pedagogical work aims to overcome gender stereotypes and create conditions for the comprehensive development of girls. Key tasks of this approach include the formation of critical thinking, opportunities for self-realization and increasing self-confidence. Schools and extracurricular institutions can implement educational activities that encourage girls to be critical of imposed gender restrictions. Effective formats include leadership training, meetings with women who are successful in various professional fields, as well as discussions on equality in the family and society. An important aspect is the development of a favorable environment where girls can openly express their opinions, choose a professional path without prejudice and participate in various social activities. The organization of interest groups and sections enhances communication, provides an opportunity for personal growth and social integration. When conducting educational work, it is also important to focus on a healthy attitude towards one's own body and appearance, and a cumbersome self-identity.

The introduction of topics on gender equality, positive identity and media literacy skills allows girls to critically evaluate content on social networks and the media, and thus strengthen their own self-esteem. The synergy of teachers, parents and public

organizations creates a platform for overcoming gender biases and creating equal opportunities for the development of every girl.

In particular, coaching and mentoring play an important role as advanced technologies for correcting the socialization processes of adolescents.

Coaching is a method of personal development based on motivation, setting goals and finding constructive ways to achieve them. It focuses on support, relying on strengths and developing autonomy. Coaching helps adolescents clearly define their own goals in learning, self-development and social interactions, positively influencing self-esteem through reflection and positive thinking techniques. It is also important to form self-regulation skills: managing emotions, dealing with stress, constructive conflict resolution and developing responsibility - which is especially important during the period of adolescent instability.

Mentoring is the process of supporting and accompanying a teenager by experienced adults: a teacher, a specialist, a leader. The mentor provides mentoring experience, communicates with the teenager and helps in choosing goals and a life path. The key components of mentoring are individual emotional understanding, providing feedback, role modeling, motivational support, and developing team, communication and leadership skills.

By combining coaching and mentoring, social workers can effectively counter stereotypes, strengthening confidence, activity and conscious choice. This helps girls assert their "I", freely realize their potential, and gradually shape a society where every individual has an equal chance for success, regardless of gender.cial and psychological comfort.

Conclusions. Gender stereotypes have a significant negative impact on the socialization of adolescent girls because they lay down negative patterns of behavior for the future. This problem has historical roots, as women were subjected to significant manifestations of discrimination in all spheres of social life. Therefore, manifestations of female discrimination were reflected in gender stereotypes, which in a historical context negatively affects the development of women and the possibilities of their professional realization. Negative manifestations of gender stereotypes affect the psyche, social skills and career strategies of young girls. Gender stereotypes negatively affect girls, starting from the family, ending with education and communication with peers. Our empirical research has shown that today for adolescent girls, gender stereotypes pose significant threats to their psychological state, are the cause of behavioral and mental disorders, and are a source of self-doubt when making important tactical and strategic personal decisions. In our opinion, the solution to this problem is possible through the use of coaching and mentoring technologies. Considering that appearance is one of the key factors in one's self-perception, we see a prospect in using previously famous representatives of the modeling business as coaches and mentors for teenage girls who have problems with socialization.

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