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# Examining Gender Disparities in the Assessment of Territorially Organized Communities in the Framework of Neuroscience

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**Abstract**: *Gender difference is an actual problem of gender differentiation, traditional cultural restrictions potential depending on gender, health status, understanding and creating conditions for maximum self-realization and disclosure of girls' abilities. The purpose is to research and analyze the characteristics of the manifestation of gender differences in the population's desire for self-realization and rural development. The research methodology is generalization, analysis of the results of scientific research on the specified problem. The study highlights the main, most significant differences in the perception of problems and prospects of rural development from the point of view of gender. The specifics of gender type in self-perception, self-realization, self-actualization, self-improvement are considered; the results of the research, the study of the opinion of the villagers regarding the actual issues of the activity and development of the community. The analysis of the research results proved the impact of gender differences on the determination of priority spheres of society's life and the readiness to actively participate in their implementation, which once again confirms the need to take into account gender characteristics in the strategy of village development and to define gender heterogeneity as an aspect of neuropsychology. The article reveals the definitions of the concepts "gender", "gender approach" from the point of view of representatives of various scientific areas: philosophy, psychology, neuropedagogy. The importance of the implementation of the gender approach for the modern education system is revealed, which allows us to think about the need to apply the gender approach as an integral element of the organization of the educational process.*

**Keywords:** *Gender differences, self-actualization, rural territory, rural communities, rural development.*

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## Introduction

Today, there is a large number of studies in various spheres of social life (economic, political, cultural, social, etc.) regarding the presence and specificity of the influence of gender differences on the processes taking place in society, primarily on self-awareness. awareness, realization, self-actualization of the individual, realization of the desire for "self-embodiment".

The concept of gender differences is multifaceted, especially based on theoretical approaches of individualization, self-realization, self-actualization and the process of personality development and its impact on the social life of the community. The theoretical basis of scientific research was the works of: A. Maslow (1997), who investigated the specifics of the impact of self-actualization on personality development; A. Adler (2013), who studied the desire to achieve personal success, perfection in the context of gender groups; KG. Jung (Jacobi J., Manheim R., 1959), who determined the level of individualization of a person depending on his gender type; S. Bern (2004), who proposed the theory of gender schemas. Hovorun T.V., A.N. Kikineji (2004), who investigated the influence of gender psychology on decision making. The beginning of the new millennium was marked by a powerful surge of gender studies in all regions of the world, and primarily in Europe. In particular, E. Lombardo and P. Meyer (2007, 2008) analyze the mechanisms that would allow women to make political decisions in the EU on equal terms. At the same time, the absolute majority of Europeans (94%) consider gender equality a fundamental right (Gender Equality: Report, 2015). Over the past 25 years, about 60 countries around the world have adopted legislation prohibiting discrimination against employees based on gender (A. Raub, A. Cassola, I. Latz, J. Heymann, 2016).

The purpose of the research is to identify and analyze the specifics of the influence of gender differences (primarily sexual) on the aspirations of the rural population for self-realization and to determine the directions of their gradual development in the conditions of decentralization and transformation of the village in the context of the educational process. The population of the administrative-territorial system in Ukraine as an aspect of the neuropsychological development of the individual.

**Formation of gender diversity in the educational process as an aspect of neuropedagogy**

It is undeniable that gender, being one of the main characteristics of an individual, determines its psychological and social development. In connection with this provision, the results of gender studies carried out in various scientific areas, in particular, in psychology and neuropedagogy, are given and find practical application in the special organization of the pedagogical process, which takes place in the context of the implementation of the gender approach.

From the standpoint of scientific knowledge of psychophysiology, based on the ideas of the asynchronous theory of evolution, two opposite trends in human development should be distinguished. These two tendencies are embodied in the division of living beings into male and female individuals. At the same time, the female sex preserves in its genetic memory all the most valuable assets of evolution. The male gender easily loses the old and gains the new: some of these possessions can be useful in the future or in the present, especially in extreme conditions. That is, the female gender is oriented towards survival, and the male gender is oriented towards progress.

The first tendency (female) is associated with the need to preserve what has already been created, to consolidate those properties that are useful, to pass them on as a legacy, and to make the offspring as similar as possible to their parents.

The second (male) is due to the need for progress, further searches and changes, diversification of descendants, among whom there may be someone who will give gender identity a new useful direction and ensure adaptation to new conditions, which will expand the range of existence. So, progressive and conservative, stable and changing, old and new. However, as the analysis of practice shows, sexual dimorphism, psychophysiological features of female/male individuality are not taken into account in the process of school education and upbringing, despite the fact that children of different genders and different types of functional asymmetry of the brain perceive the educational process. information is different, and gender-role techniques are different for their upbringing. Girls and boys have different sources and nature of cognitive motivation, means of developing gender identity, but they must work equally in class to meet the general requirements of the school. The indifference of school education to gender differences is expressed not only in the commonality of learning, but also in its meaningless orientation. Thus, the content of educational programs and

subjects has a quite obvious technocratic, natural-scientific tendency, that is, the learning process can be considered as predominantly male. Forms of training organization require diligence, focused attention, discipline, and perseverance. And these requirements are closer to women's in terms of psychophysiological indicators. The male gender is more intelligent, resourceful and resourceful than the female gender. The female sex is more adapted than the male. Boys are more information-oriented, and girls are more oriented toward relationships between people. If pedagogical influences do not correspond to the child's biological and psychophysiological characteristics, girls and boys adopt a gender-role behavior strategy that is unusual for them, which hinders the formation of their gender identity. From the point of view of sociology, gender is interpreted in two directions: the social development of a man/woman, which meets social expectations, and the construction of the model of the "ideal man", "ideal woman" based on the concepts of social structure that set the parameters of society; ideas about gender roles generated by this structure, and ideas about gender role socialization as ways of mastering these roles; Gender acquisition is the process of learning traditionally established patterns of behavior, each of which is interpreted as masculine or feminine. During the last decades, there has been a change in priorities in gender role behavior, different practices of implementing a diverse gender role repertoire and a tendency towards the development of gender identity both at the level of the individual and at the level of transformation of the norms of intimacy, sexuality and the social structure of society have been revealed.

The first strand, the social development of men/women according to social expectations, considers gender roles as based on expectations that determine the status of men and women in society; gender differences, which are used by society as a basis for differentiating social roles. At each age stage, girls and boys, men and women are faced with tasks determined by society, social institutions, peer groups and the immediate social environment, which expect them to familiarize themselves with a certain level of culture, rules, gender relations, gender role behavior corresponding to their status, characteristics of gender identity. However, the realization of social expectations does not yet indicate the formation of a gender identity, otherwise emergency doctors would not be able to detect women's lacy underwear under an elegant male three-piece suit. The second direction is the construction of models of the "ideal man", "ideal woman" as idealized ideas about the changing behavior, feelings, and qualities of men and women.

A man also has the characteristics of a woman, albeit in an embryonic state. The concepts of the ideal man and the ideal woman should only be used as typical sexual forms, which do not actually exist in an absolute form. Thus, man and woman are two substances common in the most diverse mixtures in living individuals, and the coefficient of neither of these substances can be zero. One can only notice the amplitude of fluctuations in gender identity that the female/male individuality is capable of. Psychological knowledge about gender identity is based on a number of theories corresponding to three main directions: biological, sociological and cognitive.

The biologicalist direction is represented by biogenetic theories and psychoanalysis in all its modifications and emphasizes the role of imitation in sexual identification. The theory of identification assigns the main role in the formation of sexual identity to biological factors and considers the process of identification of a child with parents as its main mechanism. Traditional psychoanalysis, starting directly, deduces the child's personality traits from his gender and recognizes male and female models as diametrically opposed in terms of their qualities. According to this concept, typical male behavior is characterized by activity, aggressiveness, determination, desire for competition and success, creativity, rationality, and female behavior is characterized by passivity, indecisiveness, dependent behavior, conformism, lack of logical thinking and the desire to achieve a goal, success, as well as more emotionally dominant behavior. According to this theory, then the personality develops harmoniously when it follows the patterns described above, then its gender identification is not disturbed.

The sociologization trend, for example, the theory of gender typing, assigns social learning a leading role in the system of educational influences on boys and girls. Representatives of the theory of gender typing believe that the formation of gender-role behavior and the formation of gender identity depend not only on the parental models of behavior that girls and boys learn, but, first of all, on the reinforcement that parents give to their behavior, starting from childhood: positive - for behavior, of the corresponding gender, and negative - for the opposite.

The cognitivist direction considers the formation of gender identity through cognitive structures. The theory of cognitive development (the theory of self-categorization), presented in the vein of the ideas of the theory of gender typing, claims that positive and negative reinforcement and identification play a certain role in the formation of gender identity, but the main thing in it is cognitive information, awareness of one's gender. Reinforcement and modeling begin to significantly influence gender-role behavior only after gender-typing has already occurred.

In our opinion, it should be noted that each of the above theories in the direction of biological, sociological, and cognitivist directions does not cover the entire described process, however, they complement each other and can be a theoretical basis for studying the issue of gender.

In psychological and pedagogical studies, the concept of gender is traditionally used to denote the anatomical and physiological (biological) characteristics of people, on the basis of which a person or beings are defined as male and female. Human gender has long been considered the basis and root cause of psychological and social roles and forms of activity, on the basis of which people are defined as men and women. However, scientists have concluded that biological sex cannot explain the differences in their social roles that exist in different societies.

In pedagogical studies, attempts to separate biological gender from social gender are marked by the introduction of the concepts "status-role education", "status-role behavior", "gender identity".

The term "gender" (from the English word "genus") appeared in various subject areas of science - philosophy, history, sociology, philology, linguistics, cultural studies - in the middle of the 20th century. In pedagogy, this direction is at the stage of development. The term "gender" is a synthesis of biological, social and individual characteristics of men and women.

The concept of "gender" can be described through the biological characteristics of male and female representatives in the personality structure. Gender includes not only role and social aspects, but also the image of girl/boy, girl/boy, woman/man in general.

The content and organization of education and upbringing today, unfortunately, does not take into account sexual dimorphism, which prevents the realization of a woman's potential.

The indifference of education to gender differences is expressed not so much in the joint education of girls and boys, but in insufficient orientation to the content. Thus, the content of educational programs and subjects has a natural-scientific direction, designed with the aim of including a trained student in the technological process, but girls often demonstrate lower results in measurements and practical-technical abilities. Therefore, the content of education can be considered predominantly male, which presents the greatest difficulties of perception for girls.

Despite difficulties in understanding the content of education, girls are generally more successful than boys in education, because they are more diligent, disciplined, better at verbal creativity, and this is exactly what the forms of organization of modern education require.

A characteristic feature of modern education is that, theoretically, in relation to persons of both sexes, it is usually more suitable for girls than for boys, who have difficulty perceiving existing methods and programs and are therefore most prone to neuroses.

The identified differences in the educational activities of girls, boys and young men are based on statistical data and, of course, do not apply to each individual student. There are lazy and undisciplined girls, diligent and obedient boys, girls with the right hemisphere and boys with the left. There is no doubt that there are cases of atypical behavior, but the study of the patterns of gender education makes it possible to take into account the biological, social and individual characteristics of boys, young men and girls, various manifestations of masculinity/femininity, and creates prerequisites for the pedagogical design of the gender concept in education.

The main content of education is determined by state educational standards, curricula and programs. The content of education is a mandatory fundamental material that needs to be replenished and deepened in accordance with the interests, abilities and gender characteristics of students. One of the directions of gender education is the orientation of the source of information in education to a specific student, the reorientation of the leading source of information from signal-verbal to visual-image or a combination of various sources of information. In the traditional system of organizing the educational process, a conditional signal is used as a leading tool - a word (book, verbal forms of information presentation), which is oriented towards the left-hemisphere method of learning and is more accessible to girls. The predominance of verbal channels of learning does not correspond to the biological patterns of students' brain functioning, based on interhemispheric synchronization, and requires the development of systematic learning methods. Currently, in neuropedagogy and neuropsychology, fundamental theoretical and experimental studies of the functional development of students' brains have been conducted, scientists are trying to include differentiated neuropsychological and neuropedagogical approaches to person-oriented learning.

One of the main pedagogical conditions of gender education is the individual style of the teacher, the teacher, their gender education. Each teacher himself is a source of information and has his own style of presenting educational material.

Professional competence depends on the orientation of training programs and methods to the specific personality of a woman/man with a certain type of functional asymmetry of the hemispheres, the creation of

favorable conditions for the comprehensive development of students' abilities, and the situation of success.

Education enthusiasts are developing scientific and methodological support with variable tasks that take into account the gender characteristics of students and methodical recommendations for their implementation, but their number is still small, but they are in demand, since gender education reduces the degree of regulation in the activities of teachers. Pupils and students have the opportunity to choose tasks, as well as the pace of work in accordance with their individual style of masculinity/femininity, participate in pedagogical interaction, which involves the perception of information by girls and boys through different channels of perception: visual - the brightness of the table, the variety of colors; auditory – dialogue with a partner in a pair, speaking aloud; kinesthetic, or tactile - moving your finger across the cells of the table. When using textbooks and practical manuals that take into account the gender characteristics of pupils, students, girls and boys, different types of memory and thinking are involuntarily activated, work productivity is significantly increased, the time it takes to learn the material is reduced, the level of their training and the effectiveness of modern education as a whole are increased.

The field of pedagogical research includes gender as a sociocultural phenomenon reflected in the ideals of masculinity/femininity, pedagogical design of education and upbringing taking into account the gender characteristics of students.

Gender education is aimed at harmonizing gender relations, revealing personal potential, self-realization of female/male individuality, development of partnership between teachers and students.

The educational process in the modern education system to a greater extent supports the self-expression and activity of boys and young men and underestimates the feminine and atypical, which determines the status positions of women and men in the education system and society as a whole. Ridding society of gender stereotypes helps humanization of society, creates equal conditions for the self-realization of the individual, individuality regardless of its gender. It is expedient to build the process of raising the younger generation on the basis of gender differences, since it involves not only taking into account the characteristics of boys and girls as representatives of their gender, but also the harmonization of intergender interaction within the framework of a behavior model, pedagogical support in the self-improvement of female/male individuality, the formation of what is in demand in modern society culture of gender relations. In the conditions of modernization, gender education involves the "modernization" of education and upbringing of pupils

and student youth, which is carried out in the context of the life activities of girls, girls and boys, boys, outside the educational process, effective use of the positive potential of the educational space for the development and self-improvement of female/male individuality.

**Educational technologies as an effective approach to personality formation in the educational process**

Human behavior is determined by neuropsychological processes as a result of brain activity. Therefore, a person has the ability to behave in accordance with the gender self-perception of himself in society. The terms "gender differentiation" and "gender approach" appear more and more often in scientific publications and mass media, attracting the attention of specialists of various profiles - psychologists, neuropsychologists, teachers, doctors (Maksimchuk B., Pogrebnyak D., Roschyn, V.G. .). The experience of working in the higher education system, direct communication with students of different genders and ages allow us to conclude that both the general level of student culture and the quality of interpersonal communication have decreased, which can cause a pedagogical conflict.

The most common factor in conflict situations in an educational institution is behavioral. As the researchers note, the violation of discipline by students and the teacher's reaction to it may be related to the action in the mind of certain gender expectations and gender stereotypes that were formed in the course of their lives and through the experience of interpersonal communication in society. Gender stereotypes are extremely persistent and are internalized through major socialization institutions and agents such as parents, peers, education, and the media. (Melnyk N., Maksymchuk B., Gurevich R., Kalenskyi A., 2021).

In our opinion, one of the conditions for improving the quality of communicative communication in the "teacher-student" system is the introduction of a gender approach to the educational process. The gender approach is "a set of ideas that differences in the behavior and upbringing of men and women are determined not so much by their physical characteristics, but by education, ideas about the essence of men and women." general state gender policy in every culture. (V. Dykan, O. Pakharenko, V. Sayenko, Skomorovskyi).

Social changes in society lead to significant changes in cultural stereotypes of the behavior of men and women. This causes some psychological discomfort in people. Some talk about the danger of feminization of men, others - about the growing masculinization of women. At the moment, these processes are taking place most intensively and leave a

certain mark on the formation of gender stereotypes of the behavior of modern youth. The gender approach involves the development of positive models of behavior capable of minimizing the risk of gender conflicts in the educational environment.

Young men and women who have entered an educational institution already have sufficiently formed stereotypes of behavior and experience of communicative relations, which is not always positive. Therefore, in the process of education, it is necessary to cultivate in students a tolerant attitude towards the manifestation of traits inherent to the opposite sex, which will become the basis for preventing the emergence of gender pedagogical conflicts., A., & Neskuba, T., 2021).

Any educational institution is a part of the social environment. Therefore, gender conflicts have a socio-psychological nature. Social interaction is not a source of contradiction when it is balanced. They identified five main balances, the conscious or unconscious violation of which can lead to conflicts. Among them are role balance and role interaction, which are a condition for preventing gender-role conflict in the educational environment where students and teachers interact. This balance will be maintained if the role expectations in the behavior of the parties correspond to the actual distribution of roles (Kornosenko O., Khomenko P., Taranenko I., Zhamardiy V., Shkola O., Tolchieva H., Sayenko V., Batieieva, N. & Kyzim, P. 2021).

Its violation leads to interpersonal tension or conflict. There are three positions of role interaction. According to the authors, they can be represented in various combinations: parent - adult - child, boss - colleague - subordinate, teacher - individual - student. According to scientists, in any triad, two role positions always reflect inequality (subordination or control) and only one - equality. Therefore, interaction with a partner on an equal footing is considered optimal for conflict prevention.

A productive way to achieve harmony in gender relations in a professional educational institution can be the selection of optimal models of behavior that reduce the level of gender role conflicts. According to scientists, the point of view on this problem is very important, because it focuses on the norms and roles that shape the behavior of men and women in the process of education. In the course of social interaction, a person develops a certain range of expected behavior in communication. They can be desirable, acceptable, undesirable and unacceptable. The nature of each person's behavior, of course, depends on his individual characteristics, psychological state and the situation itself. Unwanted behavior can provoke a conflict. The causes of interpersonal conflicts are very diverse.

## Theoretical and methodological aspects of the study of the gender factor in personality formation

The best practices of successful implementation of gender initiatives in Ukrainian communities are highlighted in the report of the PROMIS project (2019). The methodological and methodical basis of the study were general theoretical provisions, provisions, methods and methods of collecting empirical data and directly conducting the sociological research procedure.

Research on gender and its impact on community development has been particularly relevant in recent years. Analysis of gender aspects at the regional level shows that the majority of women in the population of the region does not mean equal opportunities for them (GIZ, 2015). Marcello De Rosa and Gerard McElwee (2020) proved the existence of gender differences among rural entrepreneurs. G. Sabluk (2019) substantiated the role of the gender factor in the development of socio-economic relations in the countryside. (O. Erofeeva, M. Kobasa 2019) V. Bachanovych (2018) analyzed the mechanisms of introducing a gender approach into the practice and procedures of local self-government bodies. Bukina and others. (2021) investigated the issue of gender equality in the labor market. L.V. Kharenko (2009). and Kutsmus N.M. (2018) investigated the theoretical, methodological and applied aspects of the development of rural areas, taking into account the characteristics of gender relations. In particular, Kutsmus N.M. (2018) developed an assessment methodology and analyzed rural economic development indicators, demonstrating asymmetry and sources of regional disparities in rural gender differences. Their results confirm the relevance of measures of organizational, institutional, socio-economic, ecological and cultural content in this direction.

Achieving gender equality is one of the main goals of many regulatory acts in the world and in Ukraine: the European Charter for the Equality of Women and Men at the Local Level (2006), the Gender Equality Strategy of the Council of Europe for 2018 2023 (2018) "About State social program for ensuring equal rights and opportunities for women and men for the period until 2021" (2018) and others. At the same time, even in the EU there are many problems related to the gap between the declared rights and their actual implementation (Rumińska-Zimny, 2009).

T. Marceniuk (2015) cites the best practices of EU gender policy with the aim of their possible implementation in Ukraine. The analysis of state policy and legal acts carried out by A. Suslova (2017) on the subject of

compliance with opportunities for women and men shows the increased attention of authorities to solving gender problems.

Considering gender stereotypes (standardized representations), differences in the behavior of men and women in certain aspects of social life, in our opinion, do not always exist. In addition to a person's gender, his worldview, desire for personal success, vision of the strategic future of society are influenced by age, education, income level, active civic position, etc. (Medvid, 2019).

**Peculiarities of the formation of gender perception of life in rural areas**

Evaluating the main characteristics of the community's population from the standpoint of gender differences, scientists studied such indicators as social status (type of main activity), education, and income level.

Women generally work more in the public sector, which is explained by relatively low salaries and the nature of the positions they hold (teachers, caretakers, employees in local self-government bodies). But men are relatively more engaged in activities that involve independence in decision-making (own business, self-employment in personal business). Unemployed and employed employees of economic entities practically do not differ by gender.

It can be noted that in terms of education, women have better indicators than men, especially among those who have completed higher education. At the same time, among men there are significantly more people with secondary professional education, which is explained by the specificity of traditionally "gendered" professions in agriculture - men predominate among machine operators and drivers (secondary vocational education is mandatory for these professions), among women the professions - milkmaids, calf raisers predominate, pig farms, etc. (for these professions, secondary vocational education is considered optional).

Differences are observed only in the group of people with an income level above the community average, and the proportion of women will be higher compared to men. The reason for this is the higher level of education of women. High-income Hinka women had completed higher education, and almost a quarter had incomplete higher education. Respondents with a low level of education predominate among the least paid.

A similar picture can be observed among male respondents. Among the highest paid respondents are those with higher education. However, the dependence of the level of income on the level of education among women is stronger than among men.

Men have a more positive attitude to community life than women. This can be explained by the fact that the main burden of economic and household problems falls on the shoulders of women who are engaged in housekeeping.

The difference in assessments of factors that strongly inhibit the development of the community has a different effect on self-perception, which is explained by a neuropsychological factor.

Also, women react more acutely to social and household and infrastructural factors - poor quality of roads and wear and tear of engineering networks, environmental problems, lack of a developed network of public service institutions and insufficient quality of medical care. Perhaps this is due to the fact that women, more than men, are burdened with household problems and more often turn to medical institutions (as a rule, women usually take their children to doctors).

There is almost no gender influence in the assessment of opportunities for self-realization, provision of meaningful leisure time, the influence of awareness of the community beyond its borders, the quality of education, and problems of antisocial behavior.

The assessment of development problems corresponds to a certain extent to the assessment of the main resource of community development.

In general, the population is more oriented to the search for an external resource - the most accessible answers were available natural resources and progressive and effective local self-government. At the same time, women are more inclined to believe in progressive local authorities, and men are almost twice as likely to trust local businesses.

In general, the population of the community considers economic development to be a priority over social, cultural and environmental projects. At the same time, more than three quarters of men and only two thirds of women consider economic projects to be the most important. However, women most often called projects of socio-cultural and ecological direction the most important. This can be explained by the fact that men are mainly burdened with the material provision of family welfare, while women pay more attention to raising children.

More than 80% are ready to actively participate in the implementation of the development tasks of the OTG and more women.

These results testify to the higher social consciousness and responsibility of women who, although they believe less in the reality of the implementation of development goals, are more ready to make their own efforts to solve them.

## Conclusions

The study became the basis for the factor of gender differences, which is a factor in determining community development priorities and willingness to actively participate in their implementation, which once again confirms the need to take into account gender specifics when developing a village development strategy. The results of the analysis are quite logical, but some of them, due to their ambiguity, require further research in other territorial communities that have similar conditions and problems of existence. In subsequent research, the authors plan to conduct an assessment of gender impact on the strategies, programs and regional development projects' implementation, (assessment of the impact of strategic planning on men and women, young people and the elderly, people with special needs and other social groups).

In the educational process, the most important thing is the prevention of conflict at the psychological level, which reflects the subjective nature of interaction due to sexual and personal characteristics of behavior. The main prerequisite of a pre-conflict situation of a gender role nature can be a violation of the equality of the parties' positions. In the "teacher-student" system, this can be manifested in such behavioral features as closedness and evaluation of the positions of both or one of the communication participants, when the subject hides his true motives, feelings and interests that he pursues, information that relates to the essence problems.

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Author 2 analyzed scientific works and structured a categorical and conceptual apparatus that reveals the essence of gender differences, which are key aspects of the study.

Author 3 formed the content of the work, structured thematic blocks, highlighted the importance, identified neuropsychology as a factor in the formation of gender perception.

Author 4 made a separate contribution to scientific research, in particular, he selected a methodological base for the study of neuropsychology and determining its role in the formation of personality behavior.

Author 5 created a project to research the content of the work, characterized the concept of gender and neuropsychology as a manifestation of the worldview.

Author 6 analyzed the literature of domestic and foreign scientists and determined the theoretical and methodological approaches of the research

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