

СПЕЦІАЛЬНА ПСИХОЛОГІЯ

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SEX-ROLE PARENTING MENTALLY RETARDED TEENAGERS

This article analyzes the features of manifestation of sex-role behavior of mentally retarded adolescent students. The results of the study was to investigate the nature of the manifestation of sex-role behavior in mentally retarded adolescents (adoption of its sex, gender determination regarding interpersonal relationships, values and direction). The methodology of working on forming ideas about the future family of pupils with intellectual disabilities is presented in the article. The psycho-correction program for students of grades 8–9 of the special school is presented, aimed at forming adequate gender-role behavior, acceptable forms of relations with the opposite sex, constructive ideas about the future husband or wife and about themselves as future peasants.

Key words: *sex-role behavior, masculinity, femininity, adolescents with intellectual disorders, presentation, psycho-correction program.*

The introduction. Nowadays it's typical for society the transformation of social aims and changing of views on the tender roles and stereotypes, the social roles of women and men are crossing now, a large number of male areas of social activities are mastered by women and vice versa. These trends do not pass over a negative impact on the sphere of family and domestic relations: the instability of marriages among young people, the lack of young people' willingness for performing family roles, the increasing of internal family conflicts and the increasing of the number of divorces [1; 2].

The teenagers' idea of male and female qualities in the future have a significant impact on the relations between a man and a woman in all spheres of life, and especially in the family and domestic sphere. The peculiarities of formation of these ideas depend on the following factors: the expression of teenagers' sex-role behavior; the realization and emotional experience by a teenager of gender identity; the expression of masculine and feminine qualities of boys and girls. The active teenagers' assimilation of forms of behavior and the formation of their character affect the formation of ideas about the qualities which are typical for men and women in accordance with the parents' view, the reference group, society in whole about masculinity and femininity.

The problem of formation of the traditional qualities of boys' masculinity and girls' femininity is rather urgent in special education, and directly in the pro-

cess of mentally retarded teenagers' training for future family life. The psychophysical and intellectual disorders affect the ability to orient to sex-role standards and norms of relationships according to N. Zaihrayeva. The scientist said that the formation of sex-role ideas of teenagers with intellectual disabilities is characterized by incompleteness, low level of generality, poor differentiation of tender roles though it meets the general patterns of development. The mentally retarded teenagers' mastering of disharmonious aims of masculinity and femininity affects the destructive nature on young men and women' formation of sex-role ideas [4; 5; 6].

The purpose of the article – to identify the main directions of forming ideas about the future family of teenagers with mental disabilities.

The main presentation of the material. In order to reveal the dominance of masculine or feminine behavior of mentally retarded teenagers, the research have been carried out by us. The results show that for the most of mentally retarded boys the dominance of masculine behavior is typical, that shows up in the boys' preference for male companies. They enjoy sports and active games, they also resort to power methods in conflict settlement, their appearance and style of dress meet the male standards. Among the most of girls of special school the feminine behavior dominates – the girls prefer female society, they like variety of women's affairs – to sew, to cook, heightened sentimentality and self-doubt

show up in their behavior, the appearance and style of dress meet female standards. For our study of peculiarities of sex-role identification of pupils with intellectual disabilities we conducted a design methodology – the picture “Draw a person of the same sex and the opposite one”. According to H. Mahovir, the author of the picture is unconsciously identified himself with the represented person and he or she gives her or him the own internal and external features.

The analysis of the teenagers’ pictures allowed to reveal the peculiarities of boys and girls’ notions of a person of male and female sex. The level of these notions is determined by the number of sexual characteristics presented in pupils’ pictures. The images of the following sexual characteristics of drawn men and women are considered at the analysis:

1) the accordance of figure peculiarities of a sex, which are pictured on it (the broad shoulders and smooth waist of men; small shoulders and rounded hips of women);

2) the accordance of sex’s clothes and accessories, which are pictured on it (pants, a shirt, shorts, a briefcase of men; a dress, a skirt, a blouse, a handbag, jewelry of women);

3) the accordance of the sex’s appearance, which are pictured on it (short hair or a forelock of men; braids, long hair, bows, makeup of women);

4) the accordance of a man or a woman’s sexual characteristics which were painted (primary and secondary sexual characteristics).

The received data of the pictures “Draw a person of the same sex” indicate that the ideas of the sexual characteristics of the majority of pupils both the special school and the regular school meet the traditional characteristics. For the most of boys and girls did not have much difficulty in the depicting of a person of the same sex, the figures peculiarities, clothing and accessories, appearance, primary and secondary sexual characteristics to corresponding sex were pictured on it. The data of the picture “Draw a person of the opposite sex” indicate that the ideas of the sexual characteristics of the opposite sex among the majority of young men and women both with intellectual disabilities and with normal intellect development meet the traditional ideas of men and women’s sex characteristics. However, the analysis of the received data show that a female person was depicted in details on the mentally retarded boys’ pictures, than a male person on mentally retarded girls’ pictures.

At the analysis of a series of pictures “Draw a person of the same sex and the opposite one” for interpretation it was used the elements of H. Mahovir’s projective methodology – the picture “Draw a person”, which aims to identify individual peculiarities of children: the notion of himself, the level of communication skills, the level of intellectual development, and also peculiarities of sex-role identity. H. Mahovir highlights beautiful eyes, long eyelashes, full lips,

clearly drawn face and its features among the characteristics of sex-role identity. It was determined the number of typical differences as a result of the teenagers’ pictures interpretation.

The obtained data indicate that the level of sex-role identification of mentally retarded boys and girls is lower than of boys and girls with normal intellectual development. Also it was found that the mentally retarded boys’ level of sex-role identification is higher than mentally retarded girls according to the pictures of the opposite sex. That is, on the boys’ pictures it was depicted more sex characteristics typical for women. This is due to the fact that there are a lot of women among boys’ surrounding – mother, grandmother, teaching staff of the school, which generally consists of women. The level of sex-role identification according with the pictures of opposite sex of mentally retarded girls is lower compared with boys. Men characters are depicted incomplete on the girls’ pictures, there was a lack of such qualities as courage, virility, some of these men have feminine image – the elements of female hairstyle, plenty of accessories, clothing in the style of “unisex”. This is due to the modern youth subcultures where in external boys’ style there are elements of the female image and vice versa, the girls imitate male images. Also, as the analysis of personal records shown the girls who had difficulties in the depicted of an opposite sex man, most of them were from single-parent families, where they were brought up by mothers or grandmothers. So these girls don’t have obvious example of a men in the family that affects the reducing of ideas of sexual characteristics of the opposite sex.

The data of the analysis led to the following conclusions:

- at first, the level of intellectual development of teenagers affects their level of sexual identity, it means that teenagers with normally intellect development, in comparison with the mentally retarded teenagers, identify their opposite sex for more qualities of features;

- at second, the awareness about the features of their own sex is higher than the opposite one of both the students of special school and regular school;

- at third, the knowledge of their own sexual characteristics of mentally retarded girls is broader than boys, and the boys, for their turn, have wider knowledge of the sexual characteristics of the opposite sex than girls;

- at fourth, the idea of the differences between a male and a female is formed in the most of majority of both teenagers with intellectual disabilities and normally intellect development;

- at fifth, the sex-role identification of mentally retarded boys and girls meets their sex, teenagers with intellectual disabilities identify themselves with a person of his or her own sex, they have psychological traits and behavior characteristics that are peculiar to their sex.

The results of the analysis of different aspects of scientific, educational and methodological literature and a number of scientific and psychological studies show the necessity of creation of the integrated system of working on forming the peculiarities of displaying of mentally retarded teenager pupils' sex-role behavior.

The methodology of correctional work is developed, which includes a set of lectures for parents such as "Training of pupils with intellectual disabilities for the future family life" and a set of lectures for pedagogues such as "I am a future family man" to form ideas about the future family of pupils of 8th and 9th forms with intellectual disabilities. While developing the methodology we relied on the regulations on the age peculiarities of adolescents and their intellectual characteristics. It is the adolescence is considered to be the most favorable age for the family life according the psychological and pedagogical literature, which is one of the most important in gender role determination and the establishment of an individual. Adolescence has all the necessary prerequisites for preparing the younger generation for future family life and is characterized by: the creating of the plans for adulthood, the origin of the need to communicate with teenagers of the opposite sex, the finishing of puberty of a personality, the awakening of the need to love and be loved, the emergence of sexual interest. It's indicated in the studies of T. Vlasova, V. Kuzmina, K. Lebedynska, O. Mastyukova [3], M. Matveev, S. Mironova, V. Synyov, M. Pevzner and others that the period of adolescence of teens with mental disabilities passes disharmoniously. The difficulty of adolescent of the teenagers with intellectual disabilities increases because of mental disorder which is closely linked with the problem of social adaptation of these children.

The peculiarities of mental activity of pupils with intellectual disabilities which are significantly differ from the norm, play a significant role in forming their identity in the mechanisms of interiorization of moral concepts and their implementation in the existing norms of behavior (N. Buffet, I. Yeremenko, A. Kapustin, N. Tarasenko, R. Muravyeva and others), which creates conditions for easier mastering of unwanted forms of behavior.

While developing the forming stage of our investigation, we relied on the complex of psychological and pedagogical methods, which included the elements of psychotherapy, plot and role playing games, training techniques and psychological methods such as psychotherapy schools like Gestalt therapy, psychodrama, transactional analysis.

So the proposed program of forming ideas about the future family of teenagers with intellectual disabilities includes three components: work with students; educational work with pedagogues; educational work with parents.

The first unit includes the work directly with pupils of 8th and 9th forms of special school. So the leading idea in the upbringing of a future family man is the idea of harmonization, which is based on the complex interaction of parents and pedagogues with the orientation on the pupils' subjective inclusion according to S. Anisutyina. In order to form ideas about the future family of teenagers with intellectual disabilities we have developed the complex program "I am a future family man", which is intended for students of 8th and 9th forms of special school. The program includes 34 correctional and developmental activities that should be conducted once every two weeks for two years. The duration of the correctional and developmental lesson is 45 minutes.

The complex program "I am a future family man" consists of four parts, the first part is "Origin of the family" and the second part is "Building of family relationship" is designed for students of 8th forms, the third part is "Organization of family life" and the fourth part is "I am a future family man" – for the 9th form.

The lessons on proposed integrated program "I am a future family man" should be conducted once every two weeks for two years. All lessons should take place in the afternoon in the office of psychological relief. It should be group lessons. The number of members of the group should consist of from 10 to 12 pupils.

The second unit includes instructive work with parents. In fact, the researches of K. Vitek, M. Vovchik-Blakytina, A. Volkov, I. Klemantovych, S. Kratochvil, Z. Freud, S. Tselmer, V. Cherednichenko, C. Jung, T. Yufereva and others prove that parent's family affects the fate of the young couple and their family well-being in the future, because the children tend to transfer unconsciously the model of their parents' relationship in their own family. That's why work with parents is an important part in the preparation of teenagers with intellectual disabilities for the future family life [7].

With this purpose we have developed the complex of lectures for parents "Upbringing of a future family man", which includes 18 lectures to be conducted by the psychologists at the parents' meetings twice a year with the parents from 1st to 9th forms. The main purpose of the complex lectures for parents "Upbringing of a future family man" was the instruction of parents of teenagers with intellectual disabilities and increasing of their level of pedagogical competence in areas such as boys and girls' peculiarities in upbringing, the culture of family communication, especially teens, forming the necessary qualities of a future family man.

The third unit included educational work with pedagogues. S. Maksimenko and M. Zabrotskyi emphasize that not in all families healthy and favorable moral and psychological climate for a person is dominated who can realize himself as a family

man, so, according to scientists, the school can be helpful. O. Mastjukova emphasizes that a special school is considered the main coordinating source of tasks realization for training such children for future family life [3].

So, the set of lectures for pedagogues "Training of pupils with intellectual disabilities for future family life" entered in methodology of forming ideas about the future family of pupils of 8th and 9th forms. The proposed lectures intended for conducting by their psychologist 10 times a year with the teachers and educators to provide psychological education on the issue of training of pupils of a special school for family life.

Conclusions. One of the main tasks of the special psychology is to provide the children with peculiar educational needs with optimal integration in modern conditions of life. One of the components of social adaptation of persons of this category, including pupils with intellectual disabilities is marriage and building their own family. Today to the problem of training of pupils with intellectual disabilities for future family life is given insufficient attention, as the problems of formation and development of the young families of people with intellectual disabilities are evidenced.

Thus, the problem of education of a teenager with intellectual disabilities as a future family man is very urgent today and it requires timely solution. So it is necessary to implement an integrated system of fam-

ily education of adolescents and young people with intellectual disabilities to family life, which should be based on the complex interaction of parents and professionals of specialized educational institutions.

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Дмитрієва І. В., Іваненко А. С. Особливості статево-рольового виховання підлітків з інтелектуальними порушеннями

У представленій статті проаналізовано особливості прояву статево-рольової поведінки підлітків з інтелектуальними порушеннями та визначено основні психолого-педагогічні умови її корекції. Наведено результати дослідження щодо прийняття ними своєї статевої належності, гендерного самовизначення щодо міжособистісних стосунків, гендерних цінностей і спрямованості. Представлено психокорекційну програму для учнів 8–9 класів спеціальної школи, спрямовану на формування адекватної статево-рольової поведінки, прийнятних форм взаємин із протилежною статтю, конструктивних уявлень про майбутніх чоловіка або дружину та про себе як майбутнього сім'янина.

Ключові слова: статево-рольова поведінка, маскуліність, фемініність, підлітки з інтелектуальними порушеннями, уявлення, психокорекційна програма.

Дмитриева И. В., Иваненко А. С. Особенности поло-ролевого воспитания подростков с интеллектуальными нарушениями

В представленной статье проанализированы особенности проявления поло-ролевого поведения подростков с интеллектуальными нарушениями и определены основные психолого-педагогические условия его коррекции. Приведены результаты исследования особенностей принятия ими своей половой принадлежности, гендерного самоопределения относительно межличностных отношений, гендерных ценностей и направленности. Представлена психокоррекционная программа для учащихся 8–9 классов специальной школы, направленная на формирование адекватного поло-ролевого поведения, приемлемых форм взаимоотношений с противоположным полом, конструктивных представлений о будущих муже либо жене и о себе в качестве будущего семьянина.

Ключевые слова: поло-ролевое поведение, маскулинность, феминность, подростки с интеллектуальными нарушениями, представления, психокоррекционная программа.