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## A STUDY OF THE GENDER ASPECT OF THE READINESS OF PSYCHOLOGY STUDENTS FOR PROFESSIONAL ACTIVITIES

*The article examines the gender aspect of the readiness of psychology students for future professional activity, which have become relevant today. The purpose of the study was to identify gender peculiarities of manifestation of personal readiness for professional activity of students-psychologists. Students from third-year psychology students of the Ukrainian Engineering-Pedagogical Academy became the sample for the study. An empirical study of the personality traits of psychology students, which largely determines the gender characteristics of the manifestation of readiness for professional activity. The study offered practical recommendations for improving students' professional readiness. The study found that there were gender differences in the expression of empathy between girls and boys. It is revealed that the level of empathic tendencies in girls is higher than in boys. It can be assumed that such indicators are likely to be related to the influence of cultural characteristics, expectations and stereotypes, which are manifested in encouraging greater sensitivity in girls and greater restraint and non-touchability in boys. In girls, the most pronounced indicators of occupational readiness blocks are its cognitive-operational component, which includes the following scales: "verbal creativity", "desire for cognition and self-development" and "success in vocational training" and an interactive component with a scale "empathy abilities" girls have more ideas, their creativity, their ability to make "rare ideas" higher, they are more sensitive to unusual details, more likely to use symbolic, associative means to express their thoughts. The most pronounced indicators by units of readiness for professional activity are youths, which include their personal component, which includes the scale of "self-esteem adequacy" and the emotional-volitional component with the scales of "emotional stability" and "persistence". Young people are more resistant to maintaining homeostasis in difficult situations of professional activity and life as a whole.*

**Key words:** professional readiness, professionally important qualities of a psychologist, empathy, psychology students.

**Problem formulation.** The modern era is characterized by a high degree of dynamism and uncertainty, which determine all spheres of public life and manifest at different levels of it. These fundamentally new conditions for the existence of the individual impose other requirements for professional training and education, students' readiness for professional activity, which are designed to form an educated, self-critical, thinking, initiative, practical psychologist, the one who is ready to perform chosen professional activity.

At the present stage of the formation of various spheres of practical psychology there are corresponding contradictions between the requirements of the modern specialist and the level of students' readiness for future activity, between the need for self-development, self-actualization and educational opportunities, which require constructive relationships between subjects, process and the appropriate psychological conditions to activate this process in order to improve it.

The leading component of readiness for professional activity is personal readiness, which is

understood by scientists as a complex psychological formation, as an alloy of functional, operational and personal components.

**Analysis of recent researches and publications.** The theoretical and methodological basis of our study consists of the conceptual ideas of modern psychologists about the phenomenon of human readiness for work, for different activities, the content, structure, basic parameters of readiness and conditions that affect the dynamics, duration and stability of its manifestation. These are the works of such scientists as Byrne W. [1], Popova A.Y. [2], Pryazhnikov E.Y. [3], Sukhorukova N.A. [4], Titova T.E. [5], Chistyakova S.N. [6].

**Separation of previously unresolved parts of a common problem.** The study of the gender aspect of the readiness of psychology students for professional activity is relevant, since scientists who studied the problem of the influence of gender characteristics on students' readiness paid insufficient attention to the analysis of the gender aspect of readiness for professional psychology students.

**The purpose of our study** was to identify gender peculiarities of manifestation of personal readiness for professional activity of students-psychologists. Psychology students of the 3rd year of the Ukrainian Engineering-Pedagogical Academy became the sample for our research.

Methods of research in our work were the following: theoretical analysis of actual literature, a complex of psychodiagnostic methods, such as "Complex methodology of structural and typological diagnostics of the level of psychological readiness for professional activity of a psychologist"; the questionnaire "Diagnosis of empathy predisposition" by A. Mehrabian; and methods of mathematical statistics.

**Outline of the main research material.** At the first stage of our research, a comprehensive methodology "Structurally – typological diagnostics of the level of development of psychological readiness for professional activity of a psychologist" was conducted.

Analysis of the data obtained by the method "Structural and typological diagnostics of the level of development of psychological readiness for

professional activity of a psychologist" allowed to obtain the following results, which are presented in table 1 and table 2.

The results shown in the Table 2.1 represent the following statistically significant differences:

1. According to the Student's criterion on the scale of "adequacy of self-esteem" it is revealed that young people who correlate their abilities and achievements adequately are critical about themselves, seek to evaluate their failures and successes and try to set achievable goals. Not only do they measure up to what they have achieved, they also try to predict how other people will come to it: studymates and loved ones. Girls, in some cases, are too critical of themselves, or this figure is too low.

2. Indicators on the scale of "verbal creativity" of girls are higher than of boys, it may indicate that the number of ideas, their creativity, the ability to make "rare ideas" is higher, they are more sensitive to unusual details, ready to work in a fantastic, "impossible" context, more inclined to use symbolic, associative tools to express their thoughts.

3. The indicators on the scale of "desire for cognition, self-development" of girls are higher than

Table 1

**Summary table of gender differences by main indicators of readiness for professional activity**

Scale indicator of diagnostic methods	Average results obtained		The value of the Student's t-test	Significance level (p)
	Girls	Boys		
Autonomy	5,3	4,9	1	*1
Internality	5,4	4,9	1	*1
Adequacy of self-esteem	4,9	5,7	2,7	p<0,01
Integration of value-motivational sphere	3,8	4,2	1,1	*1
Humanistic orientation of the personality	6,1	5,6	1,2	*1
General Abilities (Intelligence)	5,3	5,4	0,3	*1
Verbal creativity	6,1	4,9	3,7	p<0,01
Reflexivity	3,9	4,2	0,8	*1

Notes: \* 1 – statistically insignificant results

Table 2

**Summary table of gender differences by main indicators of readiness for professional activity**

Scale indicator of diagnostic methods	Average results obtained		The value of the Student's t-test	Significance level (p)
	Girls	Boys		
Striving for knowledge and self-development	5,4	4,4	3	p<0,01
The success of vocational training	6	4,8	3,7	p<0,01
Emotional stability	3,6	4,5	2	p<0,05
Purposefulness	3,9	4,2	1,1	*1
The ability of self-regulation	3,6	3,3	0,9	*1
Persistence	4,3	5,4	2,9	p<0,01
The ability of self-organization	4,4	3,7	1,2	*1
Communicative abilities	4,5	4,4	0,1	*1
Acceptance of others	5,5	5,2	1,1	*1
Communicative tolerance	6,3	5,7	1,8	*1
Social intelligence	5,1	5,3	0,5	*1
Empathic abilities	5,5	4,2	3,1	p<0,01

Notes: \* 1 - statistically insignificant results

Table 3

## Gender differences in the indicator of empathic abilities in psychology students

Diagnostic technique indicator	Groups (avg)		The value of the Student's t-test	Significance level (p)
	Girls	Boys		
Empathic abilities	27	21,8	10,4	p<0,01

of boys, which indicates a greater interest in the new, inquisitiveness, tendency to find new, unfamiliar aspects of the event, subject, phenomenon and their comprehensive study.

4. The indicators on the scale "empathic abilities" of girls are higher than of boys, they understand the thoughts, feelings and needs of people more deeply.

5. The indicators on the scale of "success of vocational training" of girls are higher than of boys, they are more responsible for the study of material for further professional development and becoming a specialist.

6. Indicators on the scale of "emotional stability" of boys are higher than of girls, this indicates that boys are more resistant to maintaining homeostasis in difficult situations of professional activity and life in general.

7. Indicators on the "persistence" scale are higher of boys than of girls, they show mobilization opportunities in relation to the long and difficult struggle against obstacles and difficulties encountered in their activity in the pursuit of rather distant goals.

In the second stage, we conducted the study of the level of empathic abilities development using a test-questionnaire to diagnose the ability to empathy by A. Mehrabian. The results are presented in table 3.

Based on the obtained Student's t-test, statistically significant differences were revealed, which indicate the presence of gender differences in the expression of empathic abilities. It has been found that the level of empathic tendencies of girls is higher than the one of boys, which is probably related to the influence of cultural characteristics, expectations and stereotypes, which are manifested in encouraging greater sensitivity of girls and greater restraint and non-affection of boys.

**Conclusions.** Summarizing the empirical study of gender peculiarities of readiness for professional activity of students-psychologists it is revealed that:

The most pronounced indicators by units of readiness for professional activity are boys, which includes their personal component. It consists of the scale of "self-esteem adequacy" and the emotional-volitional component with the scales of "emotional stability" and "persistence".

So, boys:

1) correctly correlate their capabilities and achievements, are critical of themselves, seek to look at their failures and successes, try to set achievable goals that can be achieved in reality;

2) are more resistant to homeostasis in complex situations of professional activity and life in general;

3) show mobilization opportunities for a relatively long and complex struggle against obstacles and difficulties encountered in their activities towards achieving distant goals.

For girls, the most pronounced indicators of occupational readiness blocks are its cognitive-operational component, which includes the following scales: "verbal creativity", "desire for cognition and self-development" and "success in vocational training" and an interactive component with a scale "empathy abilities".

If we summarize the information we received about girls, we can see that girls:

1) have more ideas, their creativity and ability to make "rare ideas" is higher, they are more sensitive to unusual details, more likely to use symbolic, associative tools to express their thoughts;

2) have more pronounced empathic abilities, they have a deeper understanding of people's thoughts, feelings and needs, they are absorbed in the essence of events, phenomena more deeply, they feel the state of another person or group of people more deeply;

3) are more responsible for studying material for further professional development and becoming a specialist.

Thus, in our study it was found that there were gender differences in the manifestation of empathy. It has been found that the level of empathic tendencies of girls is higher than the one of boys, which is probably related to the influence of cultural characteristics, expectations and stereotypes, which are manifested in encouraging greater sensitivity in girls and greater restraint and non-affection of boys.

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**Соколова І. М., Сапельнікова Т. С. Дослідження гендерного аспекту готовності студентів-психологів до професійної діяльності**

*У статті розглядаються дослідження гендерного аспекту готовності студентів-психологів до майбутньої професійної діяльності, які стали актуальними сьогодні. Метою дослідження було виявлення гендерних особливостей прояву особистісної готовності до професійної діяльності студентів-психологів. Виборкою для дослідження стали студенти-психологи третього курсу Української інженерно-педагогічної академії. Проведено емпіричне дослідження особистісних якостей студентів-психологів, які визначають гендерні особливості прояву готовності до професійної діяльності. У дослідженні було запропоновано практичні рекомендації щодо поліпшення формування готовності до професійної діяльності студентів. У дослідженні було виявлено, що існують гендерні відмінності у прояві емпатійних здібностей між дівчатами та юнаками. Виявлено, що рівень емпатійних тенденцій у дівчат вища, ніж у юнаків. Можна допустити, що такі показники, ймовірно, пов'язані із впливом культурних особливостей, очікувань і стереотипів, що проявляються в заохоченні більшої чуйності в дівчат і більшої стриманості й незворушливості в юнаків. У дівчат найбільш вираженими показниками за блоками готовності до професійної діяльності є її когнітивно-операціональний компонент, який включає в себе такі шкали: «вербальна креативність», «прагнення до пізнання та саморозвитку» та «успішність у професійному навчанні» та інтерактивний компонент зі шкалою «емпатійні здібності». Дівчата мають більшу кількість ідей, їхня креативність, здатність робити «рідкісні ідеї» вища, вони більш чутливі до незвичних деталей, більш схильні використовувати символічні, асоціативні засоби для вираження своїх думок. У юнаків найбільш вираженими показниками за блоками готовності до професійної діяльності є її особистісний компонент, який включає в себе шкалу «адекватність самооцінки» та емоційно-вольовий компонент зі шкалами «емоційна стійкість» та «наполегливість». Юнакам притаманні більш стійкі диспозиції до збереження гомеостазу у складних ситуаціях професійної діяльності та життєдіяльності в цілому.*

**Ключові слова:** професійна готовність, професійно-важливі якості психолога, емпатія, студенти-психологи.