

АДДИКЦІЯ ВПРАВ ТА ВИРАЖЕНІСТЬ ЕМОЦІЙНОГО НЕБЛАГОПОЛУЧЧЯ У ЧОЛОВІКІВ, ЯКІ РЕГУЛЯРНО ПІДДАЮТЬ СЕБЕ ІНТЕНСИВНИМ ФІЗИЧНИМ НАВАНТАЖЕННЯМ У ФОРМІ БОДІБІЛДИНГУ

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Розглядається проблема зв'язку адикції вправ з наявністю емоційного неблагополуччя у чоловіків, які регулярно піддають себе інтенсивним фізичним навантаженням. Приводяться дані емпіричного дослідження наявності адиктивної поведінки, пов'язаної з фізичною активністю чоловіків, які займаються бодіблдингом більш 1 року. Також приводяться дані дослідження зв'язку адикції та симптомів депресії і тривоги. Дані експериментальної групи порівнюються з даними контрольної групи осіб, які займаються бодіблдингом, але не мають ознак адикції вправ. Робиться висновок про більш високі показники емоційного неблагополуччя в експериментальній групі порівняно з контрольною.

Ключевые слова: нехімічна залежність, аддикція вправ, депресія, чоловіки, бодіблдинг.

EXERCISE ADDICTION AND SEVERITY OF EMOTIONAL DISTRESS IN MEN, REGULARLY SUBJECTING THEMSELVES TO INTENSE PHYSICAL STRESS IN THE FORM OF BODYBUILDING

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The work studies the problem of connection between exercise addiction and the manifestation of the emotional distress in men regularly subjecting themselves to intense physical activities. The data on the empirical study of addictive behaviors associated with physical activity in men engaged in bodybuilding for more than 1 year are given. The data obtained from research of connection between addiction and symptoms of depression and anxiety are also cited. The experimental group data are compared with the data on the control group of persons engaged in bodybuilding, but with no signs of exercise addiction. A conclusion revealing higher rates of emotional distress in the experimental group as compared to the control group is drawn.

Key words: non-chemical dependency, addiction, depression, male exercises, bodybuilding.

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CERTAIN GENDER IDENTITY SPECIFICITIES OF STUDENTS

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Summary. The article covers certain gender identity specificities of modern students on the example of their self-identifying characteristics using the method "Who Am I?" by M. Cun, Y. Macpartland in the modification by T. Romyantseva. In particular it was found out that the indirect gender defining (through endings and social roles) dominates in the student period, which can show the insufficient adoption of gender identity by students. On the whole, we can conclude that students have a wide range of characteristics describing gender indirectly. The direct gender defining analysis showed that we can speak of women personalities becoming androgynous and men personalities whose gender identity period is longer compared with women. The reasons of the results got are explained in social-cultural context.

Key words: gender, gender identity, indirect gender defining, direct gender defining, students.

Introduction

The issues of gender acquire an important role in the modern culture, which still remains male-oriented. The predominance of male patterns and behavioral models considerably influences and in some way transforms the process of identification of a personality and his/her gender, especially in the modern conditions of "identity crisis", which includes lack of new models of masculinity and femininity. Gender should be viewed as some psychological, social and cultural integrity, but not only belonging to some particular sex (male or female), as a biological component (Берн, 2001; Клецина, 2012). Gender is explained as an individual integral entity, which encompasses the interrelated dimensions (deep-rooted, cognitive, behavioral) (Боровцова, 2012).

In this case it becomes topical to discuss the problem of "constructing" the gender identity that describes both the gender-based behavior of a personality (the gender aspect) and its image on the whole (the specificities of appearance, behavior, etc.) Marking the individual character (Головнева, 2010) of the process of forming gender identity the researchers (Бем, 2004; Берн, 2001; Клецина, 2012; Hyde, 2005) tend not to pay special attention to gender differences between men and women, which in its turn, promotes appearing and spreading new stereotypes, conflicts between genders retarding the personality development of an individual, his/her selfhood. One can find a lot of characteristic similarities between the representatives of both genders. Here we should

recollect the research conducted J. Hyde, who showed that women and men are different only in some indicators of motional and sexual behavior (Hyde, 2005).

Still there is an amount of studies (Анастаси, 2001; Бендас, 2008, etc.) based on the existence of differences between genders (psychological difference, between the representatives of different genders, individual age difference in the group of people of approximately the same age, etc.).

Supporting the opinion the scientists as for the importance of emphasizing both specific differences and similarities between genders from the point of view of their consequences for the personality and in connection with the process of socialization, cultural and interpersonal influence we have made an attempt to analyze some specificities of gender identity of students.

Methods

With the aim to diagnose the gender identity we used the methods "Who Am I?" ("Twenty Sayings") of M. Kun, T. Macpartland in the modification of T. Romyantseva (Кун, Макпартленд, 2006), where self-esteem and 7 indicators-components are implemented. The components describing personality identity include social, communicative, material, physical, motional, perspective and reflexive "self". The method allows to find out the specificities of gender identity using the analysis of how an individual determines his/her gender identity, which place gender identity takes in the list of identification characteristics; how gender is defined by an individual (directly, indirectly, not defined). In the present paper we make special emphasis on psychological specificities of students' gender identity.

The choice of student age can be explained by the necessity exactly in this period for young people to summarize all images and understandings of themselves, so to get their own self-identity on their way to becoming "an adult personality" (Эриксон, 1994). That is why 55 3rd year students of the Department of Radiophysics of V.N. Karazin Kharkiv National University took part in our research. They were divided into two gender groups – 31 young men and 24 young women. The average age makes 19.4.

The following methods of mathematic-statistical analysis are implemented: the descriptive statistics, method of checking the samples reliability (non-parameter U-criterion of Mann-Whitney).

Results and their Discussion

The conducted research has showed the following results. We can state for sure that on the whole the indirect gender defining dominates in the student sample group (table 1). It functions not through the direct reference to the gender (e.g. "woman", "a male human", "a man", etc.), but through male and female social roles, which the individual considers to be owned by him/her ("a friend", "a wife", "a student", "a guy", etc.) and also through the endings in self-defining characteristics of students ("independent", "caring", "strong", "calm", etc.). Besides, in the case of women the indirect gender defining dominates

if compared with men, which is proved by the statistically relevant difference on the level $p \leq 0,01$ (Mann-Whitney non-parameter criterion). This proves the fact that women are better oriented in the specific characteristics of the gender behavior and their roles are wider, they fulfill a wide range of social roles and combine them. For example, women often show not only such traditional female characteristics as "easy to hurt, beautiful, open-hearted, sympathetic, irresolute", etc., but also male characteristics ("persistent, independent, active, goal-oriented, courageous, strong", etc.)

The above-described data showing a tendency towards developing androgynous characteristics of women are scientifically proved in the works covering gender psychology by I. Golovnyova (Головнева, 2010). In particular, the author pays special attention to approximation and interpenetration of personal characteristics of men and women in the modern society, which is a result of objective changes of social reality. This is called a tendency to the individual becoming more androgynous. These are women who are characterized by adopting psychological specificities of a male image, the eagerness to establish the relationships equal to those of men (Ахметгалеева, 1991).

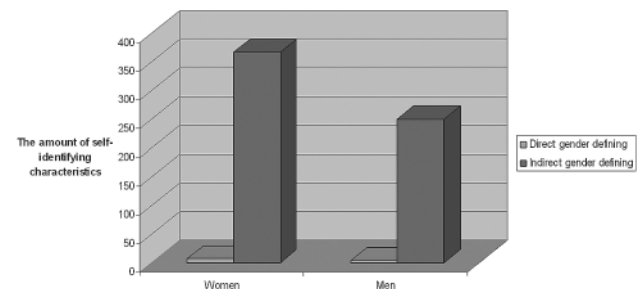


Figure 1. Correlation of direct and indirect gender defining by men and women

Our study conducted earlier also proves the above described provisions (Ягнюк, 2013). Modern female students have to more efficiently adapt to the conditions and "demands" of life, start new activities, take new social roles and as a result of it choose those life strategies, which make them develop their personalities and succeed in life (achieve personal success). These are those personality specificities, which are considered to be typical for men in our society. But along with the above-described strategy there is also another one which is more connected with traditional female gender role — the expressive one. Most probably, the traditional gender roles have considerably transformed recently and at the present stage of psychology development we can speak about "breaking" the traditional system of gender (Мпур, 2008).

Also among the characteristics mentioned by women there are such ones which are connected with appearance: "beautiful, pretty, stylish, thin, slim, bright, attractive". Most probably, special emphasis on appearance characteristics by women is a sign of gender identity, adopting their appearance,

attractiveness. Such opinions are especially topical because of the stereotypes still existing in the modern society, which associate women the role of "a good hostess" only.

Besides, the lists of self-identifying characteristics of female students are longer than those of male students, they have on the whole 15 indirect personality characteristics (through endings), while men's lists are almost half shorter. So, it is more typical for women to have wider image of themselves, the specificities of their selves, they better reflect their selves with their inner world in different aspects. In such way, female students are characterized by greater self-reflection.

The laconic style of gender defining dominates in men's self-identifying characteristics, on average they point out 8 indirect characteristics through endings. Speaking about themselves and their gender identity (through endings) men cover aspects connected with their personality specificities ("can be irritated", "sometimes can be selfish", "I'm risky", "goal-oriented", "sport-fan"). The characteristics defining appearance are rather rare ("handsome, good-looking"). Also not often men point out personality characteristics traditionally considered to be female ("trusting", "caring", "emotional", "nice"). In this context it is important to state that with the changes of cultural stereotypes researchers emphasize not only the tendency of "masculinization" of women, but also the tendency to "feminization" of men. This, in its turn, can result in certain interpersonal problems between the genders: undefined role expectations as for the other gender, anxiety, psychological discomfort (Мпур, 2008).

As for indirect gender defining through the social roles fulfilled it is important to stress, that men use it somewhat more often than women. Men are really more oriented on the social standards coming from outside, pay more attention to social prestige and then as a result are less satisfied with their own lives (Ягнюк, 2013). But the method of mathematical-statistical data processing did not show considerable statistical difference as for this parameter. So, on the whole students pointed out the psychological characteristics of gender identity connected with family roles ("son, daughter, friend, relative, future husband", etc.), the leading social role ("student, military department student, radiophysicist", etc.), hobby (sport, fishing, hunting, dancing, tourism, animals, painting, etc.), the professional activities (skating-rink instructor, hairdresser, guitarist, sound engineer, etc.), civil role (Ukrainian, Ukrainian citizen, patriot, countryman, etc.). So we can speak of the fact that students have a wide range of characteristics describing gender indirectly.

Direct gender defining presupposes the express statement of gender identity with specific words that can be marked by various emotional meanings (neutral, remote, emotionally-positive, emotionally-negative). This form of indication of gender is usual only for 20% of test persons, who were given both emotionally-positive ("girlfriend", "nice boy", etc.)

and neutral ("young woman", "man", "peasant", etc.) forms of with dominance of the last form. There were no remote or emotionally-negative forms of indication of gender in the students' expressions. In our opinion the situation described above can indicate a lack of acceptance by young people of their sexuality, gender identity, about insufficient diversity of role behavior.

The authors of this method state that gender identity of person is formed and becomes positive, when direct and indirect variants of emotionally-positive indication of gender are present in the list of self-identificational characteristics. Such individuals tend to accept their appearance, understand their own attractiveness, existence of various forms of interpersonal behavior that can contribute to the successful establishment and maintenance of partnerships with other people. 16.4% of young men and women who participated in our research can be attributed to this category of people.

As for the total absence of gender defining of the test persons when they were making a list of characteristics, we should point out that this form occurred only in two respondents who, in our opinion, have unformed gender identity.

When analyzing gender identity, according to the authors of the used test, taking into account the places of answers containing categorical concepts attributed to gender (at the top, in the middle or at the end of the list) becomes important. The closer identity category is to the top, the more important and perceived they are for personality. For example, often the students put at the beginning of the list of characteristics those of them that describe indirect indication of gender through its social roles. And it can tell us about the importance and topicality of these questions in youth age, sensitive for young people to determine their place in life, further life journey, "design of life" (Божович, 2008; Кон, 1989).

Special attention is drawn to the fact that the test persons indirectly describing their gender through inflexions generally use only one form of indication of gender without direct indication of their gender and role in society. Apparently, this is connected with the presence of insufficient integral visions of men and women of gender-role behavior, lack of self-reflection.

Direct gender defining also has some special aspects in covered age, analysis of which showed that men put these categories of identity in the middle of the list, and women — at the top. These results suggest the identification of young women with female. Young men still have to self-actualize, to achieve the attributes of successful life (material, social, professional, personal, etc.) in order to feel «real», «authentic» and independent man. So, the way of finding identity for young men is more lasting and is connected with stereotypes about male role existing in a particular society, the influence of social, cultural and interpersonal contexts.

In this sense, in our opinion, the thought of S. Bem is relevant regarding the reasons of gender differences — perception of reality through a "gender-polarizing lens", which does not allow the

individual to make his/her own choice about how he/she needs to act in order to feel a real man and a real woman (Бем, 2004).

Conclusion

Analyzing the above-described information we can conclude that inner self-defining as a man

or a woman, i.e. gender identity still rests on the stage of development by students. It demands further adoption, self-reflection. In this case it is important to realize the length and complexity of gender identity forming process, first of all, by male students.

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ВИЗНАЧЕННЯ ОСОБЛИВОСТЕЙ ГЕНДЕРНОЇ ІДЕНТИЧНОСТІ СТУДЕНТІВ

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У статті висвітлені деякі особливості гендерної ідентичності сучасних студентів при складенні ними самоідентифікаційних характеристик з використанням методики «Хто Я?» М. Куна, Т. Макпартленд в модифікації Т. В. Румянцевой. Зокрема, виявлено, що у студентському віці переважає не пряме, а посереднє позначення гендеру (через закінчення та виконувани соціальні ролі), що може свідчити про недостатнє прийняття студентами своєї гендерної ідентичності. У цілому, можна зробити висновок, що студентська молодь характеризується широким набором характеристик, які описують гендер опосередковано. Аналіз прямого позначення гендеру показав, що слід говорити про деяку тенденцію до «андрогінізації» особистісних особливостей дівчат та більшу тривалість процесу формування гендерної ідентичності у юнаків. Обґрунтовано причини отриманих результатів у розрізі соціокультурної детермінації.

Ключові слова: гендер, гендерна ідентичність, опосередковане позначення гендеру, пряме позначення гендеру, студентська молодь.

ОПРЕДЕЛЕНИЕ ОСОБЕННОСТЕЙ ГЕНДЕРНОЙ ИДЕНТИЧНОСТИ СТУДЕНТОВ

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В статье освещены некоторые особенности гендерной идентичности современных студентов при составлении ими самоидентификационных характеристик с использованием методики «Кто Я?» М. Куна, Т. Макпартленд в модификации Т. В. Румянцевой. В частности, выявлено, что в студенческом возрасте преобладает не прямое, а косвенное обозначение гендера (через окончания и выполняемые социальные роли), что может свидетельствовать о недостаточном принятии студентами своей гендерной идентичности. В целом, можно заключить, что студенческая молодежь характеризуется широким набором характеристик, описывающих гендер косвенно.

Анализ прямого обозначения гендера показал, что следует говорить о некоторой тенденции к «андрогенизации» личностных особенностей девушек и большей продолжительности процесса формирования гендерной идентичности у юношей. Обоснованы причины полученных результатов в разрезе социокультурной детерминации.

Ключевые слова: гендер, гендерная идентичность, косвенное обозначение гендера, прямое обозначение гендера, студенческая молодежь.