64% in 5-year-olds) observed in 6-year-olds (75–87%), especially in boys, indicates the development of intermuscular coordination and the improvement of the motor centers of the cerebral cortex.

In 5-year-olds, there is a significant difference between boys and girls in reliable indicators of explosive strength (64% vs. 50%) and strength endurance (55% vs. 25%). This may be associated with higher physical activity in boys, as well as hormonal background characteristics.

The improvement in strength endurance indicators (the ability of the body to maintain prolonged physical activity) in 6-year-olds indicates the development of adaptive mechanisms, improved energy metabolism, and increased resistance of the nervous system to stress.

Flexibility remains within the norm for all children. At the age of 6 years, this indicator reaches 100%, confirming the maximum elasticity of the ligamentous apparatus at this age.

The obtained results indicate the need for implementing corrective fitness activities to improve children's physical condition under chronic stress.

Conclusions: Thus, it was found that the level of development of physical qualities in preschool children varies. All the examined children had significant issues with speed characteristics, which may be a result of a sedentary lifestyle and chronic stress. Six-year-old boys demonstrated significantly better results in squats, which may indicate partial natural improvement in strength qualities with age. Six-year-old girls showed lagging performance in long jumps, which may be related to insufficient development of lower limb muscle strength. Flexibility remains within the norm for all children, but there is a tendency for it to decrease. These results confirm the need for implementing a corrective fitness program aimed at improving speed characteristics (running exercises, active games); developing strength endurance (jumps, bodyweight exercises); and maintaining flexibility levels (special stretches, dynamic exercises), thereby correcting stress conditions in children.

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MASCULINITY, FEMININITY AND THEIR RELATION WITH SOME FAMILIAR VARIABLES OF AGGRESSION AMONG FEMALE STUDENTS LAW ENFORCEMENT ACTIVITIES

Today, we are observing the active implementation of a gender approach in the field of law enforcement, where masculinity continues to dominate. The purpose of the study was to determine the presence of aggressive personality traits of future security guards, taking into account gender differences during the mastering of special training subjects while studying at higher education institutions with specific learning conditions. Methods and organization of the study: analysis of literary sources and Internet resources, surveys, pedagogical observation, psychological testing, methods of mathematical statistics. As a result of the conducted studies, it was determined that among female students, girls with masculine traits prevail 45.5%, 28.5% with androgyny traits, and 26% with femininity. According to the results of the study of aggressiveness between groups of girls with masculine and feminine traits, no differences were identified in terms of negativism, resentment, suspicion, and guilt. However, it was found that the group with masculine characteristics differs significantly in such indicators as physical aggression, indirect aggression, irritation, verbal aggression, aggressiveness index and hostility index. It has been proven that the direction of law enforcement work is chosen more by girls who have masculine character traits, which are further developed during the mastery of professional disciplines.

Key words: *aggressiveness, gender, masculine and feminine traits, professional orientation.*

Скрипченко І.Т. Маскулінність, фемінність та їх зв'язок з деякими показниками агресії у студенток-правоохоронців. *Сьогодні спостерігаємо активне впровадження ґендерного підходу в усі сфери суспільного життя, де*

не стоїть осторонь і сфера правоохоронної діяльності. Хоча сучасна поліція починає усвідомлювати необхідність жіночих підходів до успішної реалізації правоохоронної діяльності, маскулінність продовжує домінувати в цій сфері. Мета дослідження полягала у визначенні наявності агресивних властивостей особистості майбутніх охоронців з урахуванням гендерних відмінностей під час опанування предметів зі спеціальної підготовки під час навчання у ЗВО зі специфічними умовами навчання. Методи та організація дослідження: аналіз літературних джерел та інтернет-ресурсів, опитування, педагогічне спостереження, психологічне тестування, методи математичної статистики. Вибірку досліджених склали здобувачі ДДУВС у кількості 112 осіб (другого курсу) жіночої статі.

В результаті проведених досліджень було визначено, що у закладах вищої освіти зі специфічними умовами навчання серед цивільних осіб, що навчаються за спеціальністю «Правоохоронна діяльність» переважають дівчата з маскулінними властивостями 45,5%, 28,5% з властивостями андрогінність та 26% – фемінність. За результатами дослідження агресивності між групами дівчат з маскулінними та фемінними властивостями не визначено відмінностей за показниками негативізму, образи, підозрілості, почуття провини. Проте, виявлено, що група з маскулінними властивостями суттєво відрізняється в таких показниках, як фізична агресія, непряма агресія, роздратування, вербальна агресія, індекс агресивності та індекс ворожості. Доведено, що напрям правоохоронної роботи обирають більше дівчата, яким притаманні чоловічи риси характеру, які ще більше розвиваються під час опанування навчальних дисциплін професійного спрямування. Практично доведено, що на таких заняттях викладач повинен навчити дівчат контролювати рівень агресивності та застосовувати індивідуальний підхід в освітньому процесі з урахуванням гендерної складової.

Ключові слова: *агресивність, гендер, маскулінні та фемінні властивості, професійне спрямування.*

Formulation of the problem. Analysis of literary sources. Today we are observing the active implementation of a gender approach in all spheres of public life. The sphere of law enforcement has not been left aside. It should be noted that today there is no sphere in the internal affairs bodies where women do not work: this is the search and investigation department, patrol police, etc.

Law enforcement work is recognized as one of the most masculine professions in the world. Although modern police are beginning to realize the need for feminine approaches to the successful implementation of law enforcement activities, masculinity continues to dominate this area. The concept of “masculinity” in its hegemonic form resonates with the preservation of traditional male characteristics, which are manifested through aggression, strength, dominance, violence, “achieved in the game of social forces that go beyond competitions with brute power in the organization, private life and cultural process” [1]. For a long time, law enforcement has been considered a male job, where masculinized traits are supported, valued, and encouraged [2]. The term “gender” was first used by psychologist Robert Stoller in 1968. He did this in order to distinguish “masculinity” (manliness) and “femininity” (womanhood) as sociocultural characteristics of “male” and “female”. At the same time, “masculine” and “feminine” acted as the biological basis of the natural distinction between men and women.

Experts emphasize that in studies of masculinity and femininity it is also necessary to take into account the fact that these nominations are metaphorical in nature. Gender metaphor, a relatively new concept, on the one hand is a type of bodily metaphor, and on the other hand means the transfer of not only physical, but also the entire set of spiritual qualities and properties, united by the words masculinity and femininity, to objects that have no direct connection with gender.

Analyzing the works of many specialists on the distinction between the concepts of “sex” and “gender”, we accept the position that sex is a set of anatomical and physiological features of the organism, given from birth, and gender is a social sex, a social construct of sex, built by society on top of physiological reality. In some studies, masculinity and femininity are considered, on the one hand, as phenomena that manifest themselves in ideas, attitudes, stereotypes, which in the process of socialization form gender identity itself, and on the other hand are realized in the form of individual gender identity - masculine, feminine, androgynous [4-6]. In research Movmyga N.E. which based on existing studies of gender characteristics of life aspirations, notes the presence of gender asymmetry in life aspirations of future law enforcement officers [3, 5].

We adhere to the positions of modern psychological concepts, according to which the predominance of psychoexistential masculinity or femininity has no unambiguous connection with gender, and is an individual, not a sexually determined characteristic. In general, masculinity and femininity are social, not biological categories. They determine the gender identity of a person and are directly related to his or her perception of himself or herself and others. Meanwhile, the androgynous personality is characterized by the fact that it equally successfully, at a fairly high level, integrates traditional male and traditional female qualities characteristic of his or her sociocultural environment.

Many studies by both domestic and foreign experts emphasize the dominance of masculinity as a constant and negative feature of police culture. This is due to the lack of representation of women in law enforcement activities. Gender disproportion is observed as a result of the presence of gender stereotypes about the inability of women to perform certain types of security activities.

However, recently, the gender component in the field of law enforcement has changed significantly in Ukraine. Analysis of statistical data indicates an increase in the number of women working in security structures. As we can see from the statistics, female law enforcement officers make up a quarter of the personnel of the National Police [6, 7].

The admission of girls to higher educational institutions with specific training conditions (military, police, etc.) has increased. Thus, 55-62% of girls have been enrolled in specialty 262 "Law enforcement activities" for civilians over the past five years. If a few decades ago, the profession of a security guard was considered inaccessible to women, now a woman in the security sector is becoming a social norm, and the service of women in the law enforcement sector is effective and gives positive results. Thus, understanding the phenomenon of masculinity should lead to important changes in training and work in law enforcement agencies, and a reassessment by all communities of what makes a man a man.

Davydova O.V. emphasizes that the possibility of an employee's career growth and the disclosure of his business, personal, and moral qualities largely depends on the organizational, legal, and psychological support for gender equality in law enforcement agencies [8].

The purpose of the study is to determine the presence of aggressive personality traits of future security guards, taking into account gender differences during the mastering of special training subjects during study in higher education institutions with specific learning conditions.

Methods and organization of the study: analysis of literature and Internet resources, survey, pedagogical observation, psychological testing (Bassa-Darky questionnaire; Sandra Bem Sex Role Inventory (BSRI)), methods of mathematical statistics (indicators of the arithmetic mean (M), standard deviation (SD) and Student's t-test, Eccentricity).

Sandra Bem's Sex Role Inventory (BSRI) consists of 60 questions. Negative values of the index correspond to masculinity, and positive values to femininity; values close to zero to androgyny. The use of the Bass-Darka questionnaire allowed us to determine the indices of aggressiveness; hostility; expression of physical, verbal and mediated aggressiveness, negativism, irritability, suspicion, hurtfulness, guilt. The indicators of physical aggression, irritation and verbal aggression together form the total index of aggression, and resentment and suspicion - the index of hostility.

The sample of the studied subjects was made up of higher education applicants of the Dniprovsk State University of Internal Affairs in the amount of 112 female (second year studying). The research was conducted during the study of the subjects “Special Physical Training”, “Tactical and Special Training” and “Fire Training” by students. At the first stage, all respondents were tested for the Test for masculinity, femininity and androgyny.

The main index “Masculinity - femininity” IS was determined by the appropriate formula. The value of the IS index in the range from -1 to +1 indicates androgyny, less than –1 (IS < -1) - masculinity, more than +1 (IS > +1) - femininity. It was determined that 28.5% (32 people) had androgyny, 45.5% (51 people) - masculinity, 26% (29 people) - femininity. On average, female law enforcement officers in the sample had a Test for masculinity, femininity and androgyny score of -0.15±0.99, and a Eccentricity score of 16.84, respectively.

At the second stage of the study, two groups of 29 people were selected (randomly). The first group included girls with masculine characteristics, and the second - with feminine characteristics, respectively. The participants of the two groups were tested using the Bass-Darky questionnaire, which allowed determining the indices of aggressiveness; hostility; expression of physical, verbal and indirect aggressiveness, negativism, irritability, suspicion, hurtfulness, and guilt.

Research results. The results we obtained showed that in terms of physical aggression, the group with feminine characteristics has 9.7 points lower values, which are 8.3 points. Therefore, the group with masculine characteristics is more likely to use physical force against another person ($p<0.05$).

In terms of indirect aggression, which is indirectly directed at another person or not directed at anyone, the group with masculine characteristics scored 3.3 points higher. Thus, the indicator was 8.7 points ($p<0.05$). A similar trend is observed in terms of irritation, where the differences between the groups are 8.0 points, which indicates that girls with masculine characteristics are more ready to manifest negative feelings at the slightest arousal (rudeness, hot-temperedness, etc.) ($p<0.05$).

According to the indicators of negativism, resentment, suspicion and guilt, no significant differences are observed between the groups (Fig.1). Negativism, i.e. oppositional behavior from passive resistance to active struggle against established laws, is in the range from 5.7±0.45 to 6.3±0.88 points ($p>0.05$). The indicators of resentment (envy and hatred of others) are in the range from 6.5±0.8 in the feminine group to 5.8±0.88 points in the masculine group ($p>0.05$). Here we note that girls with feminine characteristics are more offensive and sensitive to their environment, which is explained by their type of nervous system and psychological characteristics of gender identity. The indicators of suspicion and caution towards people in girls of both groups are at the optimal level and range from 4.9±0.3 to 5.8±0.81 points ($p>0.05$).

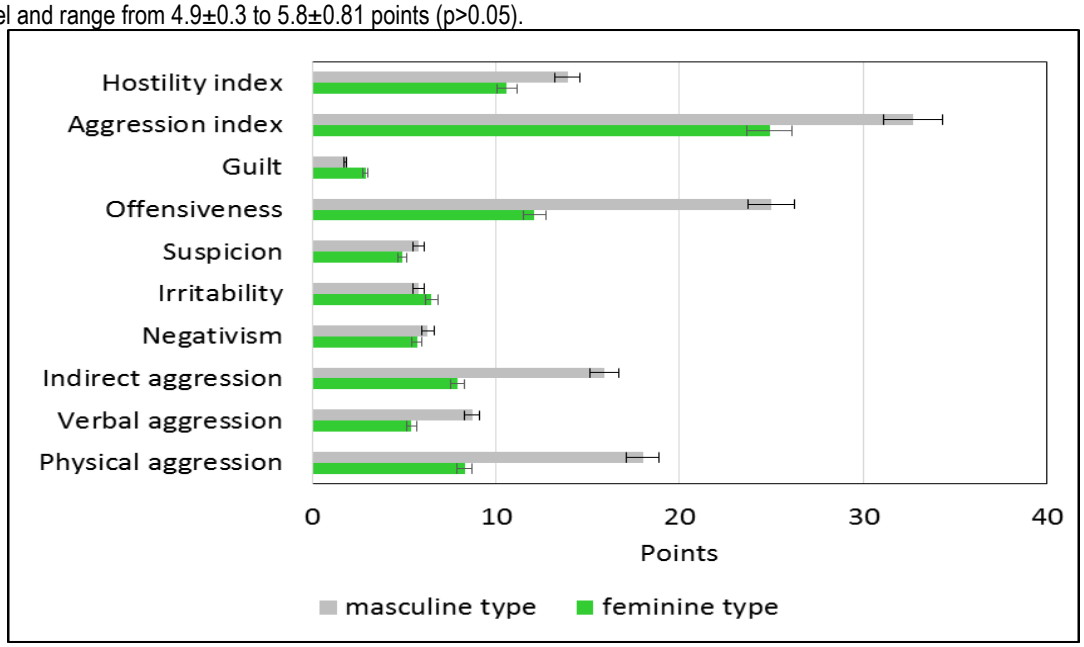


Figure 1. Indicators of aggression in female students of different types

The indicator of guilt in the respondents of the two groups is at a low level, and differs by 1.1 points ($p>0.05$), which indicates the absence of remorse for the actions committed.

Verbal aggression allows you to express negative feelings through various forms (shouting, screaming), as well as through the content of verbal responses (threats, curses, intimidation, etc.). Here we observe significant differences between the groups, where girls with masculine characteristics are more aggressive (by 12.9 points) with an indicator of 25±1.31 points, and than the second group ($p<0.05$). The index of aggressiveness and the index of hostility in girls with masculine characteristics are higher by 7.8 points and 3.3 points, respectively ($p<0.05$).

However, according to the scale of assessing the aggressiveness of girls, it was determined that the group with feminine characteristics has an optimal level of aggressiveness and the ability to defend their interests (24.9±2.2), and the group with masculine characteristics has an increased tendency to display all types of aggression, which is manifested in excessive conflict and demonstrative aggressiveness (37.2±2.1) ($p<0.05$). The hostility index has a similar trend and has a difference of 3.3 points, respectively ($p<0.05$). It was determined that the group with feminine characteristics has an optimal level of hostility (10.6±0.6), and the group with masculine characteristics has an increased level of hostility (13.9±1.3) ($p<0.05$).

Discussion. In the process of studying at a higher education institution with specific conditions, female students study a number of specific professional disciplines that develop masculine character traits (perseverance, responsibility, courage, determination, strength) [9]. These disciplines include mastering elements of various types of martial arts and such techniques as types of throws through the hip (throw through the hip, throw through the hip with a foot entry, throw through the hip with a grip on two sleeves (two wrists), twists, dodges, punches and kicks (with a fist, the edge of the palm and the palm; punches and squeezes with fingers; kicks with the foot and knees on the legs and in the lower part of the body), protection from various types of blows (with hands, special means, various objects, etc.), attack and counterattack techniques, grabs and release from them, painful techniques and strangulation, work with a stick, pistol, cold weapons, etc. Therefore, while mastering these disciplines, where many elements of martial arts are studied, applicants must learn to recognize and control their aggressiveness, because at the mental level it is important for a bodyguard to form the skills of following the rules and principles peaceful ideological position, familiarization with the psychology of communication, which will help to identify individuals prone to aggression, and to be able to resist them or better avoid contact with them [10]. The classes were held for women and men together, where there was an opportunity to practice technical elements, increase the level of physical fitness and psychological resilience.

Experts note that an important factor influencing the professional development of female law enforcement officers are gender stereotypes in law enforcement agencies, which concern the professional development of women and are associated with gender-role socialization, social stereotypes, and the structure of society [11, 12]. More and more often, you can meet female law enforcement officers of the masculine type in the fight for their own rights and equal opportunities with men. Socio-psychological studies have proven that women are no less interested than men in professional development, career advancement and improving their educational level, they have no less sense of responsibility, which is confirmed by our research. Nowadays, female law enforcement officers successfully serve on an equal footing with men, take part in hostilities in the East of Ukraine, that is, they are increasingly adapting to the male subculture in the law enforcement system as a whole.

Conclusions. As a result of the conducted research, it was determined that in higher education institutions with specific training conditions among civilians studying in the specialty "Law Enforcement Activities" girls with masculine traits prevail 45.5%, 28.5% with androgynous traits and 26% - femininity.

According to the results of the study of aggressiveness between groups of girls with masculine and feminine traits, no differences were identified in terms of negativism, resentment, suspicion, and guilt. However, it was found that the group with masculine characteristics differs significantly in such indicators as physical aggression, indirect aggression, irritation, verbal aggression, aggressiveness index and hostility index. It has been proven that the direction of law enforcement work is chosen more by girls who are inherent in masculine character traits, which are further developed during the mastering of professional disciplines. It has been practically proven that in such classes the teacher should teach girls to control the level of aggressiveness and apply an individual approach in the educational process taking into account the gender component.

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