

# **GENDER-BASED COMMUNICATION CHARACTERISTICS AMONG YOUNGER SCHOOLCHILDREN**

**SATENIK MKRTCHYAN**

National Academy of Sciences of the Republic of Armenia

International Scientific -Educational Center

Department of Pedagogy

Master's student

[mkrtchyan.satik@mail.ru](mailto:mkrtchyan.satik@mail.ru)

**NAIRA HAKOBYAN**

Deputy Director for Research Work of the International Scientific and Educational Center  
of the National Academy of Sciences of the Republic of Armenia,

Doctor of Psychological Sciences, Professor

[naira.hakobyan@isec.am](mailto:naira.hakobyan@isec.am)

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## **Abstract**

As part of this study, we studied the features of gender communication in elementary school. Gender equality issues among younger pupils, the amount of portrayal of gender roles in primary school, and pedagogical settings for addressing potential gender obstacles were all considered. Gender representation in a variety of primary school textbooks was also investigated, which we believe plays an essential function in the context of gender education for younger schoolchildren. An attempt was made to explore the topic in further depth using quantitative research and a survey. Particular problems were identified as a result of the analysis of the research results and the study of relevant literature and documents: weak, sometimes stereotypical representation of the female sex in textbooks, lack of communication between younger schoolchildren of different genders due to conflict situations, and a lack of pedagogical conditions for controlling the situation. Among the problems, we can highlight the lack of effective forms of family–school cooperation. As a result of our investigation, we discovered a number of mechanisms, the usage of which may significantly contribute to maintaining equitable communication between younger pupils of different genders, based on mutual understanding, mutual respect, and tolerance. We are sure that the issue is critical to student development and education, and that it will play a significant role in how holistic schoolchildren's psychology will be already in middle and high schools, as well as how cohesive the atmosphere and non-conflict communication between students of different sexes in general education classes.

**Keywords and phrases:** gender, gender education, primary school, educational process, psychological and physiological features, upbringing.

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**ՍԱԹԵՆԻԿ ՄԿՐՏՉՅԱՆ**

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մանկավարժության ամբիոնի մագիստրանտ  
[mkrtchyan.satik@mail.ru](mailto:mkrtchyan.satik@mail.ru)

**ՆԱԻՐԱ ՀԱԿՈԲՅԱՆ**

ՀՀ Գիտությունների ազգային ակադեմիայի  
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պրոֆեսոր  
[naira.hakobyan@isec.am](mailto:naira.hakobyan@isec.am)

**Համառոտագիր**

Սույն հետազոտության շրջանակներում մեր կողմից ուսումնասիրվել է սեռով պայմանավորված շփման առանձնահատկությունները կրտսեր դպրոցում: Քննության է առնվել կրտսեր դպրոցականների գենդերային հավասարության խնդիրը, կրտսեր դպրոցում գենդերային դերերի ներկայացվածության մակարդակն ու սեռով պայմանավորված շփման հնարավոր դժվարությունների հաղթահարման մանկավարժական պայմանները: Ուսումնասիրվել են նաև կրտսեր դպրոցի մի շարք դասագրքերում սեռերի ներկայացվածությունը, ինչը, մեր համոզմամբ, առանցքային և կարևոր դերակատարում ունի կրտսեր դպրոցականների սեռային դաստիարակության համատեքստում: Քանակական հետազոտության և հարցախույզի միջոցով փորձ է կատարվել առավել մանրամասն ուսումնասիրել հիմնախնդիրը: Կատարված հետազոտությունների արդյունքների վերլուծության, համապատասխան գրականության և փաստաթղթերի ուսումնասիրության շնորհիվ առանձնացվել են առաջնային հիմնախնդիրները, որոնցից են՝ իգական սեռի թույլ, երբեմն կարծրատիպային ներկայացվածությունը դասագրքերում, կոնֆլիկտային իրավիճակներով պայմանավորված շփման բացակայությունը տարբեր սեռերի կրտսեր դպրոցականների միջև, և իրավիճակը վերահսկելու մանկավարժական պայմանների սակավությունը: Խնդիրների շարքում կարելի է առանձնացնել նաև ընտանիք-դպրոց համագործակցության արդյունավետ ձևերի

սակավությունը: Հիմնախնդրի շուրջ հետազոտության արդյունքում մեր կողմից նախանշվել են մի շարք մեխանիզմներ, որոնց գործադրումն, իրապես, կարող է նպաստել, որ տարբեր սեռերի կրտսեր դպրոցականների միջև շփումը լինի հավասար, հիմնված փոխըմբռնման, փոխադարձ հարգանքի և հանդուրժողականության վրա: Վստահ ենք՝ հիմնախնդիրն առանցքային կարևորություն ունի սովորողների զարգացման, դաստիարակության գործում: Այն կարևոր դերակատարում, ունի նաև միջին և ավագ դպրոցներում դպրոցականների առողջ հոգեբանության, համերաշխ մթնոլորտի և ոչ կոնֆլիկտային շփման գործում՝ կապված հանրակրթական դասարաններում տարբեր սեռերի սովորողների միջև փոխհարաբերությունների հետ:

**Բանալի բառեր և բառակապակցություններ.** սեռ, գենդերային կրթություն, տարրական դպրոց, կրթական գործընթաց, հոգեբանական և ֆիզիոլոգիական առանձնահատկություններ, դաստիարակություն:

## **ОСОБЕННОСТИ РАЗНОГЕНДЕРНОГО ОБЩЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ**

**САТЕНИК МКРТЧЯН**

Национальная академия наук Республики Армения

Международный научно-образовательный центр

магистрант кафедры педагогики

[mkrtchyan.satik@mail.ru](mailto:mkrtchyan.satik@mail.ru)

**НАИРА АКОПЯН**

Национальная академия наук Республики Армения

Международный научно-образовательный центр

заместитель директора по научно-исследовательским вопросам

доктор психологических наук, профессор

[naira.hakobyan@isec.am](mailto:naira.hakobyan@isec.am)

### **Аннотация**

В рамках этого исследования изучены особенности гендерной коммуникации в начальной школе. Были рассмотрены вопросы гендерного равенства среди младших школьников, степень отражения гендерных ролей в начальной школе и педагогические условия для устранения потенциальных гендерных препятствий. Также было исследовано гендерное представление в различных учебниках для начальной школы, которое, по нашему мнению, играет важную роль в контексте гендерного образования младших школьников. Была предпринята попытка более

углубленного изучения этой темы с использованием количественных исследований и опроса. В результате анализа исследования и изучения соответствующей литературы и документов были выявлены конкретные проблемы: слабое, иногда стереотипное представление женского пола в учебниках, отсутствие общения между младшими школьниками разного пола из-за конфликтных ситуаций, а также отсутствие педагогических условий для контроля ситуации. Среди проблем мы можем выделить отсутствие эффективных форм сотрудничества семьи и школы. В результате нашего исследования мы обнаружили ряд механизмов, использование которых может существенно способствовать поддержанию равноправного общения между младшими школьниками разного пола, основанного на взаимопонимании, взаимоуважении и терпимости. Мы уверены, что этот вопрос имеет решающее значение для развития и образования учащихся и что он сыграет значительную роль в том, насколько целостной будет психология школьников уже в средних и старших классах, а также насколько сплоченной будет атмосфера и неконфликтное общение между учащимися разного пола в общеобразовательных классах.

**Ключевые слова и словосочетания:** гендер, гендерное воспитание, начальная школа, образовательный процесс, психологические и физиологические особенности, воспитание.

### **Problems:**

Our conversations about the topic of gender with younger children, their parents, and teachers, as well as our ongoing monitoring of the issue, allow us to express confidence that gender stereotypes, discriminatory attitudes, and communication challenges are not rare in primary school. In many circumstances, children have inaccurate notions about the biological and social roles of girls and boys, which has a detrimental influence on the establishment of gender socialization of a younger learner, producing communication difficulties or a lack of communication. Considering the fact that the foundations of a child's upbringing are laid, at least in part, in primary school, it can be argued that any discrimination, manifestation of violence should be excluded. At the same time, it is important that younger students have favorable conditions for interaction, mutual assistance and communication.

**The aim of the study:** The objective of this study is to investigate the characteristics of gender communication and the problem of gender equality in primary school, to identify the sharp corners of the problem caused by psychological and physiological differences between girls and boys, and to determine the level of representation of gender roles in primary school.

Based on the objectives of the study, the main research tasks are as follows:

- Identification of the frequency of gender stereotypes in primary school;
- Study and analysis of male and female social roles, features of communication of younger schoolchildren;

- Identification of possible difficulties in children due to gender belonging difficulties while communicating and the ways to solve the problem.

Problem analysis: The success of the educational process in the primary grades of a secondary school largely depends on the relationship between the teacher and the student, on the edge of communication, knowledge of each other's qualities. In the modern educational process, the priority is to preserve the psychological, moral, mental, physical health of the individual, the issues of forming a stable self-esteem of students, as well as ensuring a healthy moral and psychological atmosphere in which all students without gender differences have opportunities for communication and mutual assistance. It should be noted that junior school is a key stage for younger learners since it is at this age that personality formation, coordination of views, positions, preferences take place. The child becomes an individual, and the knowledge about the world becomes one of his important goals.

The next important attribute inherent in a younger learner is the desire for independence. A junior student, both in the educational process and in communication with classmates, and in other actions of everyday life, strives to be independent, thereby showing that he is capable and brave. This is, perhaps, a way of self-affirmation inherent in age, which, in our opinion, should not be prohibited, but should be controlled. It can be argued that the incentive for the independence of younger schoolchildren is also technological development, which they use, copying numerous manifestations of social behavior. Of course, the digital socialization of younger schoolchildren has both a negative and a positive side. The use of technology is a skill of the 21st century, but its improper use can negatively affect the psychology of younger schoolchildren [1, pp. 71-80]. At the same time, it should be noted that younger male schoolchildren strive for greater independence, and simultaneously, disorderly behavior, indiscipline, inappropriate attitude towards classmates or a teacher are also more characteristic of them. In pedagogy and practice, gender is not considered one of the important characteristics of a child. All educational programs, the content of education, the rules of conduct developed by the internal charter of the school are the same for both girls and boys. It should be noted that gender-related differences are noticeable in the socio-cultural environment, and, as a rule, male students play a more active role, often depending on gender, and the prevailing status dependant on it. Basically, this difference largely comes from the family: in Armenian society, boys are allowed to do almost "everything", and girls need to be obedient, submissive. We believe that it is as a result of such improper upbringing in primary school that difficulties in communication arise due to gender. Girls are often silent when their classmates resort to emotional violence, they hesitate to resist when their rights are violated. A form of emotional abuse is isolation, refusal to communicate with the victim (they do not play with the child, do not want to sit on the same bench with them, do not invite them to birthday parties) [2, page 83].

Institutionally, the problem of gender equality in the Republic of Armenia is formulated in the Constitution. Article 14.1 establishes that "all people are equal before the law and discrimination based on gender, race, skin color, ethnic or social origin, genetic characteristics, language, religion, worldview, political or other views, belonging to a national minority, property status, birth, disability, age or other circumstances of personal

or of a social nature is prohibited" [3, Article 14.1.]. Nevertheless, despite the fact that gender equality is enshrined in the Constitution, no matter how much the educational process is aimed at ensuring that students are decent and respect each other, gender equality assessments remain problematic. Even in primary school, there are clear differences in the roles and status of girls and boys, due to traditional culture and customs. We believe that education is important, in particular, to the effective inculcation of moral norms and values.

It should be noted that the foundations of moral education should be laid firmly and unshakably, supported by moral examples. An important idea from this point of view is expressed by Elena Nikolay Zemlyanskaya, Doctor of Pedagogical Sciences: "A school-age child is more susceptible to sensory-value, spiritual and moral education." At the same time, the shortcomings of education in primary school are extremely difficult to overcome in subsequent years, and omissions in education can cause negative consequences of individual development-ontogenesis. Therefore, the modern primary school began to pay special attention to these problems of education [4, p.57]. Gender education is an integral part of moral education and aims to form male and female qualities in children, therefore, in primary school, much attention should be paid to gender education, which is also one of the important tasks of psychology and pedagogy of the child. Without effective gender education, it is perhaps impossible to develop adequate, differentiated methods in the process of educating children of different genders. The teacher's problems in this context are multidimensional:

- teach the child to recognize their own and the opposite gender,
- it is necessary to form the ability to make friends of the opposite gender,
- encourage girls and boys friendship,
- teach boys how to treat girls and vice versa.

In fact, femininity and masculinity do not manifest themselves, but are formed through purposeful education. The mental health of a child, his healthy relationship with the environment, the process of adaptation to the environment, self-perception, self-knowledge largely depend on the gender identity formed in him, the characteristics of gender behavior. Sexual behavior is formed during gender education, gender socialization.

The child's acceptance and assimilation of his gender role gives him a sense of gender identity, which determines self-awareness and behavioral manifestations of personality. Gender identity is the awareness and acceptance of one's own gender identity, which gives the child the formation of interests and behavior of the corresponding gender.

A lot of things depend on teachers. Teachers, through the content of academic subjects, targeted conversations, explanatory work, should form students' collective thinking, respect for each other, create an atmosphere of solidarity, good order, friendship. Without this circumstance, it is impossible to manage the learning process, to demonstrate to students their roles and responsibilities. In order for teachers to create a favorable psychological atmosphere in the classroom, they must maintain student activity at a high level so that no student feels deprived in the classroom. Capable teachers engage students in a constant dialogue, create situations in which students discuss and jointly conduct

research. Joint research activities of students contribute to interaction, the formation of communication and the development of creative opportunities [5, page 4-20].

In many cases, the teacher uses interaction methods to ensure the proportionate participation of students in the lesson, to stimulate their cooperation and interaction. Thus, student interaction during learning tasks is unavoidable, since interactive methods provide student-student communication in addition to teacher-student communication [6]. In this context, however, it should be noted that it is extremely important that a teacher can purposefully apply teaching methods, engaging in self-education, self-development, self-education, which are the best ways to improve his skills. It involves the purposeful work of a person associated with the independent search and assimilation of knowledge in the areas of interest to him [7, page 33]. One of the basic principles of interactive learning is interaction, mutual learning, cooperation, therefore, in this context, the teacher, along with educational tasks, can solve the problem of effective communication and interaction of students with each other. When communication and classroom communication is carried out effectively, students become more excited. Effective communication helps students learn more easily, form healthy relationships and a positive atmosphere in the classroom [8, page 1]. In the process of educational activity, the teacher is faced with the fact that each student has his own individual work style, character and temperament, pace of work, etc. Acceptance and consideration of such individual characteristics is useful to ensure a stable moral and psychological atmosphere in the classroom and a proportional increase in student academic performance. Knowing the individual characteristics of students, the teacher can more easily exclude possible conflicts and problematic communication based on gender in the classroom.

It should also be noted that in this context, the family plays a key role. It is important to coordinate the actions of parents and teachers in the education of and the formation of a system of values in younger schoolchildren. To ensure that primary schoolchildren do not experience difficulties in communication and establishing relationships due to gender, the role of the psychologist of the educational institution is also key and important. In general, the presence of a psychologist at school is very important, since he is working towards the mental health of students and the formation of personality, contributes to the creation of a favorable psychological atmosphere at school, prevents difficulties and deviations of mental processes, states, identifies conditions that hinder the formation of personality, contributes to the solution and overcoming of these problems [9, point 9]. Communication with peers also gives children the opportunity to share experiences, social skills, as they are also formed by interaction with people [10, pages 3-17].

In our deep conviction, the difficulties of communication due to gender, or their absence in primary school is a rather shaky phenomenon and at the same time not directly regulated by law. It is caused by age characteristics, and generally accepted gender stereotypes, and the child's upbringing in the family or its absence, and the quality of education in the learning process, and the human and professional competence of the teacher. For a more comprehensive study of the problem, we conducted two studies: a

quantitative study of primary school textbooks and a survey of teachers teaching in junior school.

*Study 1:* As a result of a quantitative study of textbooks for primary school, it became clear that there is a pronounced asymmetry in the representation of gender roles: the predominance of male roles over female (see table 1). It turns out that in addition to the educational function, textbooks indirectly reproduce the social norms that are widespread in our society, which younger schoolchildren immediately accept. Therefore, the observed asymmetry can have a negative impact on the formation of students' ideas about the social roles of the genders [11; 12].

**Table 1.**

**Textbooks for elementary school quantitative research**

The name of the textbook and its author	The representation of gender in the pictures		The representation of gender in the pictures	
	Female	Male	Female	Male
Aybbenaran / V.Sargsyan	109	26	77	118
Native language Textbook 2 / V. Sargsyan	111	238	234	228
Native language Textbook 2 / V. Sargsyan	34	310		
Me and the world around me 2 / Torosyan, Aleksanyan	74	138	50	61
Me and the world around me 3 / Torosyan, Aleksanyan	30	80	28	61
Me and the world around me / A. Hovsepyan	26	65	4	57

According to our deep conviction, younger schoolchildren, constantly coming into contact with the predominance of male images and roles over female ones, accept this reality, therefore, independent examples in the learning process are also built in this way. Meanwhile, we believe that such nuances also affect schoolchildrens' perceptions of gender and their roles. Having studied a number of textbooks for primary classes, we noticed that the male sex is mainly represented in the roles of the leader and initiator, but the image of



the female representatives in textbooks is expressed in the roles of performer, follower, complement. Boys actively climb trees, swim, play sports, do physical work, while girls are involved mainly in more passive roles, often simply duplicating female or maternal roles.

Figure 1. (Aybbenaran, Qyurqchyan, Ter-Grigroyan, page 16)



It is noteworthy that the textbooks clearly distinguish between male and female qualities. Male images are presented that demonstrate courage and strong-willed qualities, while among the qualities that characterize the female gender, softness, defenselessness, tearfulness, modesty, etc. are emphasized - "brave boy," "crying Serine," "naughty, grumpy boy," etc. (see Figure 1).

Thus, this study indicates that the frequency of gender stereotypes is quite accurate in textbooks on a number of academic disciplines of primary school and the dominance of male is underlined. In our opinion, this is a problem that has a significant impact on improving the self-esteem of male students. Difficulties and manifestations of discrimination also arise in the communication of boys with high self-esteem and girls who perceive their role as modest. In this context, we certainly believe that there is a need to change a number of textbooks. Today's school needs such textbooks, educational and auxiliary materials, which in no way will contain even the slightest manifestations of gender discrimination. This will allow the educational process to be carried out on an equal basis, which will help to ensure that students and boys and girls equally respect each other's social roles, have equal involvement in various activities, which will ensure constructive communication between them and an atmosphere of mutual trust and respect.

*Study 2:* We conducted an online survey among 20 primary school teachers. The purpose of the survey is to find out how younger schoolchildren communicate, what features teachers will highlight in the communication of students of different genders and what pedagogical conditions today's teachers have to promote gender socialization of students (see Table 2).

**Table 2.*****Results of a survey conducted among teachers***

<b>Question</b>	<b>Answers by %</b>
1. Have you noticed any manifestations of gender inequality among your learners?	Yes-70% No-30%
2. Do younger learners of different genders communicate with each other?	Yes-60% No-0 % Sometimes-40%
3. Girls and boys often face conflicts in communication.	Yes-70% No-10% Sometimes-20%
4. Do these conflicts affect the moral and psychological atmosphere in the classroom?	Yes 90% No 10%
5. Are boys or girls most likely to act as a leader?	Boys-78% Girls- 22%
6. How do you cope with the difficulties of communication of students due to gender?	Thematic conversation - 40% Cooperation with the parent - 20% Explanatory work - 30% Individual work - 10%
7. Do students have the opportunity to comprehensively explore their gender roles through educational content?	Yes-65% No-45%
8. Mention some of the possible problems that children face when it comes to gender.	Discrimination - 51 Emotional abuse - 19 Physical violence - 10 Bullying - 20

Thus, as a result of our survey, we made a number of statements, which we will present below:

- Among younger schoolchildren there are manifestations of gender inequality that are quite noticeable. In our opinion, the 70% indicator confirming the presence of gender inequality in school is worrying, and in this context, there is a need for structural reforms. changing textbooks, developing effective mechanisms of parent-school communication, improving methods of education.
- There is no lack of gender-based communication in primary school, but certain conflict situations manifest themselves, which greatly affects the moral and psychological atmosphere in the classroom.

- To overcome possible conflicts, teachers use a number of ways: thematic conversation, explanatory work with students in individual or group form, cooperation with parents of younger students.

- It is also important to note that most teachers notice that due to the content of education, students do not have the opportunity to comprehensively and fully explore their gender roles. In this context, the gender education of younger schoolchildren suffers, which is a key issue at this age.

- In connection with the gender problem of schoolchildren in primary school, there are systemic problems: gender discrimination, emotional violence, physical violence, bullying.

In our opinion, these are problems that it is simply unacceptable to turn a blind eye to, therefore, at the current stage of educational reforms, the problems we have mentioned should also become the agenda, be monitored and receive system-structural solutions.

## **Conclusion**

The conducted research confirms the idea that gender socialization of primary school children is a complex process on which gender-based communication in the classroom environment depends. It is at this age that the psychosexual development of children is coordinated and generalized, their sexual self-awareness is formed. This process is carried out through the content of education and upbringing.

As a result of our research, we found out that the problem has systemic and structural problems that significantly disrupt the formation of gender identity of younger schoolchildren, which, in turn, creates difficulties for communication of younger schoolchildren of different genders. The result is that in the general education class, different students have different conflict situations, manifestations of emotional, physical violence, discrimination. Thus, we believe that at this active stage of educational reforms, it is necessary to pay great attention to this problem, to reconsider the representation of gender roles in textbooks, to develop effective mechanisms of education. Thus, it will be possible to ensure a healthy moral and psychological environment in the classroom, to exclude possible conflicts on the basis of gender. As a result, in a stable moral and psychological environment, the learning process will be more effective, students' motivation to learn will increase, and a competitive constructive atmosphere will be formed.

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