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**ABSTRACT**

for the degree of Doctor of Sciences

**PSYCHOLOGICAL CHARACTERISTICS OF  
THE GENDER PROBLEM IN THE MODERN PERIOD**

**Specialty:** 6107.01 - "General psychology"

**Field of science:** Psychology

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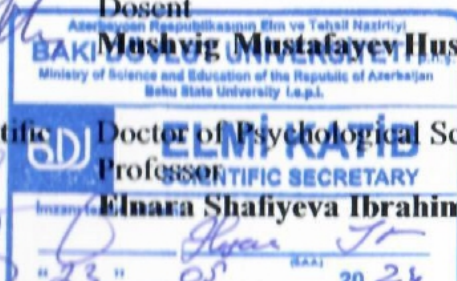
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## **GENERAL CHARACTERISTIC OF THE DISSERTATION**

**Dissertation relevance and its level of development.** In modern times, there is a significant shift in societal norms and expectations regarding gender roles. The psychological characteristics associated with these changes and how individuals navigate evolving social expectations are critical to understanding gender roles.

Gender issues affect the mental health of individuals. Discrimination, stereotypes and gender-based unequal treatment lead to stress, anxiety and other mental health problems. Analyzing the psychological aspects of gender helps in developing strategies that promote cognitive health and development.

When gender intersects with other aspects such as race, ethnicity, sexual orientation, and socioeconomic status this complicates the issue. The study of psychological traits helps us understand how these intersecting factors contribute to individuals' experiences.

We often witness problems ranging from gender gap pay in the workplace to bias in leadership roles. The study of psychological characteristics provides insight into how these dynamics affect individuals' professional lives, job satisfaction, and careers.

The psychological impact of gender-related issues on the well-being of individuals is significant. Gender based discrimination, stereotypes and societal expectations can affect mental health. Understanding these psychological dimensions is critical to developing interventions that promote mental health and resilience.

Gender issues are central to human rights and equality debates. Analyzing the psychological aspects of gender issues contributes to a deeper understanding of the challenges individuals face in achieving equal rights, opportunities and treatment.

Gender plays an important role in the formation of individual identity. Understanding the psychological characteristics of the gender issue is important for understanding how individuals perceive themselves and how society's expectations influence the process of identity formation.

Gender roles and expectations have evolved in families. Examining the psychological aspects of gender issues provides insight into how these changes affect family dynamics, relationships, and the well-being of family members.

Resolving gender-related psychological characteristics is critical to promoting inclusion and diversity. Organizations and communities that recognize and value diverse gender identities are better equipped to create environments where everyone feels valued and respected.

Gender is often reflected in education systems where stereotypes and prejudices can affect learning experiences. Understanding psychological characteristics helps design educational approaches that promote inclusion and address gender issues in learning environments. It enables the development of educational approaches that are sensitive to diverse gender identities and promote equal opportunities for learning.

The portrayal of gender in the media and culture plays a role in shaping perceptions in society. Analysis of psychological aspects helps in understanding how media representatives contribute to the construction of gender norms and stereotypes.

Policies aimed at addressing gender inequality and discrimination benefit from a deep understanding of the psychological aspects of gender issues. Advocacy efforts are more effective when based on a comprehensive understanding of how individuals experience and internalize gender issues.

Gender issues are not limited to a specific region - they have global implications. The study of psychological characteristics helps recognize commonalities and differences in how gender issues manifest across cultures and societies.

In the modern times, the psychological characteristics of the gender problem are relevant in various aspects of society, affecting the well-being of the individual, interpersonal relations, workplace dynamics and social structures. Studying these characteristics provides valuable insights into developing a more just and inclusive world.

Gender psychology is an interdisciplinary field that draws on insights from psychology, sociology, cultural studies, and other disciplines to examine the complex interactions between biology, culture, and individual psychology in gender. It has evolved over time and its development cannot be attributed to a specific date or moment. However, certain milestones and key figures have significantly contributed to the formation and growth of gender psychology as a

recognized discipline. Some important moments in the history of gender psychology are:

At the beginning of the 20th century, psychologists and thinkers emerged who laid the foundations of gender psychology. Early works, such as Sigmund Freud's psychoanalytic theories, explored aspects of gender identity and development. However, his research work cannot be attributed to field of gender psychology.

In the 1950s and 1960s, the development of feminism and the rise of experimental research paved the way for gender research. In the 70s and 80s, interesting theories appeared in the area of gender studies. Amongst these studies, there were studies that directly or indirectly intersected with gender psychology. We can name them the following examples:

- "The Psychology of Sex Differences" co-authored by Eleanor Maccoby and Carol Jacqueline in 1966, continues to be the most cited publication on gender psychology in the world. In those dates, Martina Horner explained that women's lower success rate compared to men was due to a lack of motivation.

- In 1974, Sandra Bem introduced the concept of three types of gender identity. After that, in 1980, taking into account criticism she developed a new 'Gender Scheme Theory'. Here she offered insights into how individuals comprehend information about gender. Research on gender roles and stereotypes also increased during this period. Her contributions have influenced the understanding of how individuals internalize social gender norms and how this affects psychological characteristics.

- In 1982, Carol Gilligan proposed that even if compared to men women are different, they are nonetheless mature with a diverse moral outlook on life. Her research on sexuality and moral development has emphasized the importance of considering different moral perspectives based on gender.

- Nancy Chodorov's work on "object relations theory" and the psychology of gender roles provided insights into the development of gender identity in the family context. She focused on the role of mothers in shaping gender roles in society, combining psychoanalytic and sociological theories with feminism.

- John Money contributed to the understanding of gender roles and identity. His work on gender identity formation has been

particularly influential. He contributed to the study of gender identity and sexual orientation. His work included research on gender dysphoria and laid the groundwork for understanding the psychological aspects of transgender experiences.

- Psychologists such as Erik Erikson and Lawrence Kohlberg began to investigate the role of socialization and the development of gender identity. E. Erikson studied the stages of psychosocial development, including the development of gender identity. His theories helped us understand how individuals act in the formation of gender-related identities. L. Kohlberg, in particular, proposed the theory of gender based cognitive development.

In the 1990s and 2000s, the study of gender and sexuality expanded, focusing on intersectionality, LGBTQ+ issues, and the impact of cultural and social factors on gender identity. Neuroscience research has also contributed to understanding the biological aspects of gender. In the 21st century, gender psychology continues to evolve, incorporating new research methodologies, interdisciplinary approaches, and a more inclusive understanding of gender diversity. The field has expanded to include the study of transgender and non-binary identities, as well as the impact of social media and technology on gender perceptions.

- In her book "Gender Delusions", psychologist and neuroscientist Cordelia Fine critically examines popular assumptions about gender differences, challenging the idea of essentially different male and female brains. Her book "Deceptions of Gender" criticizes stereotypes and misconceptions about biological determinism in gender.

- Cultural critic, feminist theorist Bell Hooks explored the intersection of race, class, and gender in her writings and provided critical perspectives on the psychological aspects of identity.

- Kimberlé Crenshaw introduced the concept of intersectionality, emphasizing how different social identities intersect and influence the experiences of individuals. Her work has been influential in understanding the complex interplay of multiple identities, including gender.

Since the field of gender psychology first originated and developed in the West, the most prominent researchers in the field are

from there. We have given extensive information about this in the first sub-chapter of the first chapter.

In the field of gender psychology, there are specialists conducting research in Russia, Turkey and other countries. Compared to Western countries, this field is very new for them.

Among the influential researchers working in the field of gender psychology in Russia are the following:

- gender differences in sexuality (V.V. Znakov);
- gender relations (V.E. Kagan);
- gender psychology of leadership (T.V. Bendas);
- women's management (N.V. Xhodireva);
- gender-role stereotypes (V.S.Ageev);
- role structure of a young family (E.V. Antonyuk);
- gender socialization (I.S. Kletsina);
- psychophysiology of men and women (E.P. Ilyin);
- stereotypes of female behavior (O.V. Mitina, V.F. Petrenko and others)

In Azerbaijan, there are quite a few researchers conducting research in the field of gender philosophy, gender sociology, and gender law. However, the number of studies conducted in the field of gender psychology is very small and those carried out are not systematic.

A.A. Alizade touched upon important issues of gender psychology in his books "Ethics and Psychology of Family Life", "Sex Education in Children and Adolescents", "Women's Psychology", and can be considered one of the first researchers in this field.

Rena Ibrahimbeyova is a well-known scholar in the field of gender psychology in Azerbaijan. In her studies and seminars, she touches upon the directions of sex and gender, gender mainstreaming, gender neutrality, gender stereotypes, and gender roles. In her book "Leadership in Gender Education" she focuses on the psychological aspects of education and gender.<sup>1</sup>

Other psychologists conducting research in the field of gender psychology are the following: B.H. Aliyev, R.H. Qadirova, K.R. Aliyeva, S.I. Seyidov, A.S. Bayramov, R.I. Aliyev and others.

The scholars conducting research in the field of gender philosophy, gender sociology and gender policy in Azerbaijan are the following: R.R. Mirzazade, L.C. Movsumova, G.N. Kahramanova, K.C. Aghayeva, R.S. Mirzayeva, E.A. Mollayeva, A.S. Abasov, U.A. Efendiyeva, R.T. Mammadov, V.G. Naghiyeva, A.V. Akhundov, A.Q. Kamalova and others.

### **The object and subject of the dissertation.**

The object of the study: in the psychological field covers various aspects and issues related to the differences between male and female roles, their behaviors and experiences. This includes societal expectations, stereotypes, identity formation, and the impact of cultural influences on the psychological state of individuals.

The subject of research: includes specific psychological characteristics investigated within the framework of the gender problem, i.e., cognitive processes, emotional reactions, behavioral patterns, and individual differences related to gender.

### **The purpose and tasks of the dissertation.**

The main purpose of this study is to comprehensively examine the psychological characteristics associated with the gender problem. The primary goal is to increase our understanding of how psychological factors contribute to the formation, reinforcement, and transformation of gender-related beliefs, behaviors, and practices.

The tasks of the research are as follows:

- To explore the theoretical and methodological aspects surrounding the psychological characteristics of the gender problem (to develop our understanding of the main theories and methodologies that shape the study of psychological phenomena related to gender, to conduct an in-depth as well as critical analysis of the existing theories related to gender within psychology, their explanatory power, relevance and to assess its applicability to understanding the psychological characteristics associated with gender issues).
- To evaluate methodological approaches in gender research (to evaluate current methodologies used in gender research within Psychology);
- To analyze role of language and communication in gender studies (to examine the role of language in the formation of gender perceptions and expressions, analyzing how linguistic



- choices in communication can affect the understanding of psychological characteristics related to gender issues);
- To identify and analyze cognitive processes related to gender (examining how individuals perceive, process and interpret gender-related information, identifying cognitive mechanisms involved in the formation of gender stereotypes, prejudices and attitudes);
  - To investigate emotional reactions according to gender based situations (examine the emotional reactions of individuals in response to gender-appropriate contexts, the role of emotions in the formation of gender identity and influencing interpersonal relationships in various social contexts);
  - To explore behavioral patterns and gender roles (analyze observed behaviors related to gender roles and expectations, examine how individuals conform to or deviate from traditional gender roles, and examine psychological factors that influence such behaviors);
  - To investigate individual differences in the formation of gender identity (examine the psychological processes underlying the development of gender identity, including how individual differences such as personality traits and psychological well-being interact with social influences in the formation of gender identity);
  - To investigate the psychological characteristics related to the gender problem from a biological point of view (to investigate how biological factors intersect with psychological processes to shape the understanding, expression and experience of individual's gender, as well as to investigate the neurobiological basis of gender identity, hormonal effects on gender behaviors, genetic effects on gender variability, and evolutionary perspectives on gender behavior)
  - To assess the impact of puberty on gender development (examining how puberty-related hormonal changes affect psychological characteristics related to gender identity, its roles and behaviors, as well as the role of pubertal development in the formation of gender-related psychological characteristics).

**Methodological bases and methods of the dissertation.** When studying the psychological characteristics of the gender problem, it is necessary to establish solid methodological foundations. This includes defining clear research objectives and ensuring that appropriate research methods are selected. Here are the main methodological considerations:

1. Determination of research objectives and hypotheses;
2. Literature overview (to analyze the theoretical foundations of modern scientific literature on the subject, and to establish a connection between them, to observe the interdisciplinary relationship arising from the nature of gender studies).
3. Sampling (to define the target population, to justify the selection, to ensure sample representativeness, to use appropriate sampling methods, to capture a range of perspectives, taking into account diversity in the sample);
4. Data collection methods (choose appropriate data collection methods for research, including surveys, interviews, focus groups or experimental methods, develop reliable measurement tools for the assessment of psychological characteristics);
5. Ethical considerations (guaranteeing participant confidentiality and anonymity before beginning data collection, handling sensitive issues with care, recognizing the potential emotional impact on participants);
6. Data analysis (clearly describe the data analysis plan, indicate the statistical or qualitative methods used, use appropriate statistical tests or qualitative analysis methods to answer the research questions);
7. Discussion and conclusions (interpret the results in the context of the existing literature, discuss the results in terms of their implications on for theory and practice).

**Scientific novelty of the dissertation.** The scientific novelty of research on the psychological characteristics of the gender problem lies in its unique contributions to existing knowledge. Here are a few aspects that highlight the novelty of this research:

1. Integration of multidisciplinary perspectives is ensured in the dissertation. Insights from psychology, biology, sociology, and other relevant disciplines are brought together to create

- a comprehensive understanding of the psychological characteristics associated with gender issues.
2. In order to better explain the complexities of psychological characteristics related to the gender issue, a new theoretical construct has been formulated that synthesizes and extends existing theories.
  3. Innovative research methodologies and measurement methods have been applied to study psychological characteristics in the context of gender issues.
  4. Research examines the intersection of gender with other social categories such as race, ethnicity, and socioeconomic status. This in-depth examination offers a more comprehensive perspective, recognizing the complexity of individuals' experiences and psychological characteristics.
  5. The research, instead of treating psychological traits as static, uses dynamic models to examine the evolution of gender-related psychological processes over time. It creates conditions for understanding how these psychological characteristics manifest and change at different stages of life.
  6. Research systematically examines global and cultural variations in gender-related psychological characteristics. This cultural sensitivity contributes to a more inclusive and contextual understanding of gender-related phenomena.
  7. Research critically evaluates existing theories related to gender psychology and identifies their limitations. This critical analysis contributes to theoretical developments in the field.
  8. Taking into account that one of the experiments was conducted among female students in Azerbaijan, we improved the FIDS model of N. Downing and K. Roush, and built a new model on it. We made some changes in the content of the FIDS model and added 4 items to the 39-item model. The FIDS model we proposed consisted of 43 items. The 4 items (20-23) were added to the "discovery" phase. The goal was to further strengthen the "discovery" phase of the FIDS model and we have accordingly justified our additions and changes.

9. In one of the experiments we carried out, we made some changes to the IPVAS model – the model which consisted of 22 items, we instead presented it in 15 items. In 2009, we added 2 new items to this scale revised by Turkish researchers N. Şahin and M. Dışsöz (item 6, 11). The addition of new items to the IPVAS subscales increased the scientific significance of the experiment conducted in local conditions. In the dissertation, we explained why this need arose and why the innovation was applied.

### **The main provisions defended:**

The main propositions advocated in this research on the psychological characteristics of the gender problem are likely to be based on the specific focus, hypotheses, and findings of the study:

1. Gender identity is of multifactorial nature. The research supports the idea that gender identity is a complex construct formed by a combination of biological, psychological and socio-cultural factors.
2. Gender by its nature is dynamic. Research highlights that gender-related psychological characteristics are not static but evolve over time. It is concerned with the importance of understanding the dynamic processes that contribute to the development and expression of gender identity and behavior.
3. Research asserts the importance of intersectionality, arguing that individuals' experiences of gender are influenced by the intersection of multiple social identities. It is argued that a comprehensive understanding of gender should take into account different perspectives and identities.
4. Research supports the notion that psychological characteristics associated with gender issues differ across cultures. It argues that cultural contexts significantly shape individuals' psychological experiences and expressions of sexuality.
5. The study advocates a critical stance against traditional gender stereotypes, arguing that these stereotypes limit individual expression and contribute to harmful prejudices.
6. The study advocates for the recognition of gender dysphoria as a legitimate psychological experience.

7. Research supports the importance of early interventions and education in building positive gender-related psychological traits.

### **Theoretical and practical significance of the dissertation.**

Regarding the theoretical importance of the study:

- The study contributes to the theoretical foundation of gender studies by improving existing theories and proposing new conceptual frameworks. This increases the field's ability to explain and interpret the psychological characteristics of gender issues.
- Research deepens our understanding of intersectionality by examining how multiple social identities intersect and influence psychological traits. This theoretical advance acknowledges the complexity of individuals' experiences and identities.
- The study sheds light on the temporal dynamics of gender-related psychological characteristics. This enhances our understanding of how psychological traits develop at different stages of life.
- The study of cultural variations provides theoretical insights into how psychological traits manifest in different cultural contexts. This cultural sensitivity helps in understanding gender related phenomena.

The practical importance of the research is related to:

- Research findings can inform on the development of evidence-based interventions, policies, and programs. These practical applications have the potential to address gender-related psychological issues and promote inclusion and equality.
- Practical implications can be applied to educational reforms that promote awareness and understanding of diverse gender experiences. This includes developing educational curriculum and awareness programs that combat stereotypes and prejudices and promote a more inclusive learning environment.
- Research can provide guidance for the development of psychological support services. This includes counseling and mental health programs that address the unique psychological characteristics and challenges of individuals dealing with gender issues.

- Data from the study can contribute to diversity and inclusion initiatives in the workplace. Organizations can implement policies that recognize and accommodate diverse gender identities and foster a more supportive and equitable work environment.
- The results of the study can be directly applied in clinical settings, especially in the treatment of gender dysphoria. Understanding the psychological characteristics of gender-related difficulties can guide therapeutic approaches and interventions.
- The practical recommendations of the study may influence the rules of media representation. This can lead to a more accurate and sensitive portrayal of gender in the media, help reduce stereotypes and increase positive representation.
- Practical implications of research can be extended to legal and policy reforms that promote gender equality and advocate for changes and thus protect individuals from discrimination based on their gender identity or expression.

**The dissertation approval.** The study was conducted at the "Psychology" department of Baku State University (The Republic of Azerbaijan). It was discussed at scientific seminars and international conferences through reports and speeches. The main content, main provisions, conclusions and recommendations of the dissertation were published in the scientific articles and reports and thus passed approval.

**The dissertation's scope and structure.** The work consists of introduction, five chapters ( Chapter 1 - 63,982 marks; Chapter 2- 77,630 marks; Chapter 3 - 110,047 marks; Chapter 4 - 109,885 marks; Chapter 5 - 53,285 marks; in total 505,585 marks), fourteen sub-chapters, bibliography and annexes.

## THE MAIN CONTENT OF THE DISSERTATION

**The Introduction** - the choice and relevance of the topic is justified, its level of study, the degree of development is revealed, the methodological and theoretical bases of the research, its goals and tasks, the main provisions defended, the novelty of the work, and the practical and scientific significance of the results are reflected.

**Chapter 1 “Theoretical and methodological foundations of gender psychological characteristics”** - the theoretical and methodological foundations of gender-related psychological characteristics are studied. Theories in gender psychology provide insight into how individuals develop and internalize gender roles, identities, and expectations. These theories, which are often linked to social, cognitive, and evolutionary perspectives, contribute to a comprehensive understanding of the complexities associated with gender.

The field of gender psychology is dynamic, reflecting societal changes and evolving perspectives. As a dynamic research field, it faces many contemporary challenges that require continuous research and adaptation. Addressing these challenges requires a thorough understanding of the underlying psychological mechanisms that contribute to persistent inequalities. Future directions for gender psychology include incorporating intersectional perspectives to examine how multiple identity factors intersect and influence psychological processes. Contemporary issues in gender psychology require more inclusive and culturally sensitive research methodologies. Traditional methods may not reflect the diversity of gender practices among different cultures and communities.

The impact of technology and social media on gender roles and identities is a growing area of concern. Challenges include cyberbullying, the perpetuation of harmful stereotypes online, and social media's potential in both challenging and reinforcing traditional gender norms. Future research should examine the psychological effects of digital spaces on gender identities and behavior.

Future directions in gender psychology should prioritize the development and implementation of interventions aimed at promoting gender equality. This includes not only addressing individual factors,

but also tackling systemic barriers and promoting cultural and social changes that support gender equality.

As the psychology of gender continues to develop, a variety of research methods are essential to define the multifaceted nature of gender-related experiences. Researchers apply both established and emerging methodologies to contribute to a more comprehensive and broad understanding of the complex dynamics between psychology and gender in contemporary society.

The following results were obtained in this chapter:

- Using a combination of different research methods allows for a more complete and comprehensive understanding of gender psychological characteristics. The combination of qualitative and quantitative methods, as well as the use of experimental and observational approaches, allows us to consider the diversity of aspects within this problem.
- Each of the approaches explored in the study contributes to the understanding of how gender shapes the psychological characteristics and behaviors of individuals.
- Gender roles and stereotypes formed by society and culture significantly affect the psychological characteristics of individuals.
- Studying various aspects of gender allows us to better understand how the socio-cultural environment shapes personality.
- Biological differences between the genders affect their psychological characteristics. This includes both physiological differences as well as hormonal and neurochemical aspects that can influence behavioral and mental characteristics.

**Chapter 2 “Sexual factors affecting gender psychological characteristics”** - the study of sexual factors within gender psychology reveals a complex interaction between biological, psychological and socio-cultural dimensions. The complex relationship between sexuality and gender psychological characteristics highlights the need for a unified and comprehensive understanding.



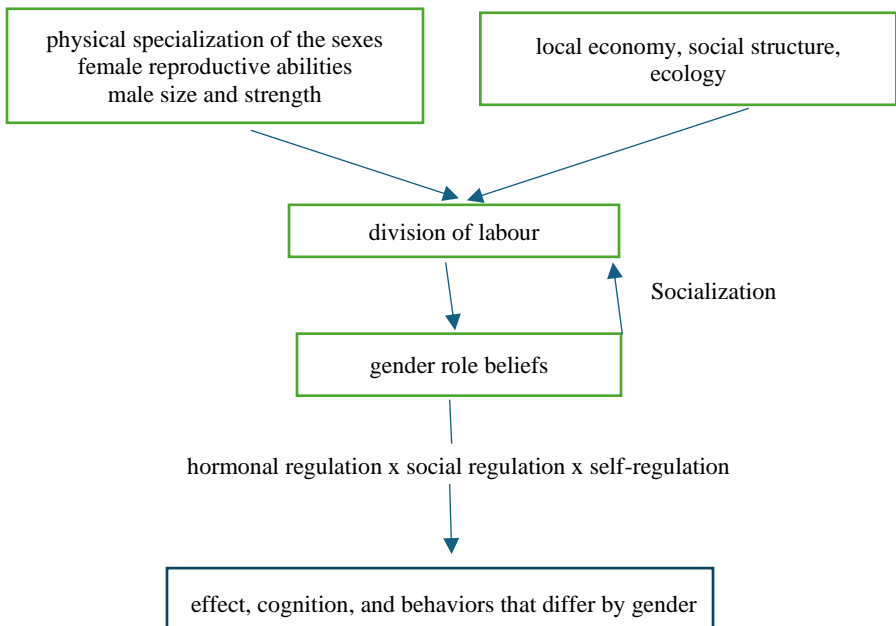


Figure 1. Gender roles mediate gender differences and similarities through biosocial processes

Research into the biological factors that influence the psychological characteristics of gender differences reveals a complex interplay between genetics, hormones, brain structure, and evolutionary history. While social and cultural factors undoubtedly contribute to the diversity of gender roles, it is clear that biology also plays a crucial role in shaping the cognitive, emotional, and behavioral characteristics that distinguish men and women.

Genetic influences underlie an individual's gender, contributing to inherent tendencies that can influence psychological traits. Hormones such as testosterone and estrogen control complex processes that go beyond physical development and affect behavioral

patterns and cognitive functioning. Structural and functional discrepancies observed in the brains of men and women affect changes in cognitive abilities, emotional processing and communication style.

An evolutionary perspective adds depth to our understanding, suggesting that certain psychological traits may have evolved as adaptive responses to challenges faced by our ancestors. The division of labor between the sexes in ancestral societies likely played a role in shaping cognitive and behavioral tendencies that persist today.

However, it is very important to approach the subject in detail and to recognize the considerable variability within each genus. The interaction between biological factors and environmental influences is dynamic and multifaceted, contributing to the diversity of human experiences. Furthermore, the influence of cultural and social expectations cannot be underestimated. Because they shape how individuals express and live their biological tendencies.

The following results were obtained in this chapter:

- Society's expectations, cultural norms and learned behaviors play a crucial role in shaping gender differences.
- Acknowledging the complex interaction of gender factors in the formation of psychological characteristics contributes to the formation of deeper knowledge about gender in the field of psychology.
- Biological influences activate hormonal fluctuations, genetic predispositions, and neurological processes that contribute to sex-specific characteristics.
- Hormonal influences during prenatal development and puberty strongly influence the formation of sex-related physical and cognitive characteristics.
- Research shows that interactions between genetic factors and hormonal signals contribute more to the diversity of gender expression.
- Understanding the influence of biological factors on gendered psychological characteristics provides an in-depth perspective that complements sociocultural and psychological dimensions.
- The study of sexual factors within the gender psychology, particularly the study of biological influences, reveals the complex relationship between biology and gender-related psychological characteristics.

- The study of sexual factors in gender psychology, reveals the complex interplay between biology, psychology, and societal expectations, particularly through the gender analysis of psychological and cognitive differences.
- The study of sexual factors in gender psychology, particularly focusing on gender differences in communication and interaction, reveals the multifaceted nature of how individuals express themselves and relate to others based on their gender.
- Learned behaviors allow for differences in conversational approaches, nonverbal cues, and general communication dynamics.
- Biological factors such as hormonal influences and brain structure influence cognitive and psychological differences between the sexes.

**Chapter 3 “Social-cultural origin of psychological gender characteristics”** - attention is paid to the socio-cultural origin of psychological gender characteristics, their deep influence on the formation of individual identities is investigated.

Analysis of psychological concepts related to gender identity reveals the complexity and multifaceted nature of this phenomenon. Examining various theories and perspectives of prominent psychologists, it becomes clear that gender identity is formed by the dynamic interaction of biological, cognitive, social and cultural factors.

Analysis of psychological concepts related to gender identity highlights the need for inclusive, culturally sensitive and intersectional approaches. Recognizing the complexity of gender identity allows for a more inclusive understanding that respects and acknowledges the diverse experiences of individuals across the gender spectrum.

Gender stereotypes have a profound effect on the psychological well-being and behavior of individuals. Internalizing the stereotype can lead to self-limiting beliefs and low self-esteem. Because individuals feel pressure to conform to society's expectations. The pressure extends to career choices, with women and men often directing themselves into fields traditionally associated with their gender. These stereotypes also perpetuate gender-based violence and discrimination.

Gender stereotypes contribute to the development of gender identity and self-concept. Individuals internalize society's expectations and form beliefs about what is acceptable or appropriate for their gender. The psychological impact promotes the reinforcement of gender roles, potentially limiting self-expression and conformity to societal norms.

Gender stereotypes often perpetuate unrealistic beauty standards and expectations, affecting individuals' self-esteem and body image. Stereotyping to conform to ideals of attractiveness leads to mental health problems such as body dysmorphia and low self-esteem.

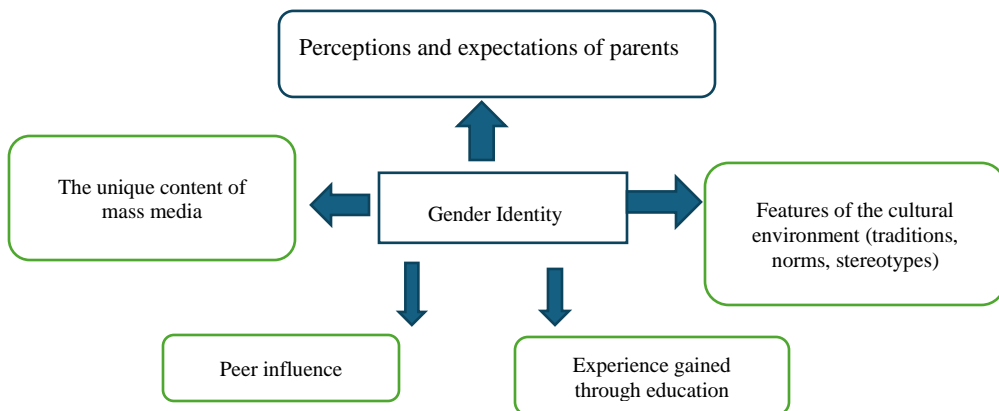


Figure 2. Socio-cultural factors that ensure the formation of gender identity

Societal expectations shaped by gender stereotypes influence individuals' career choices and aspirations. Stereotypes that associate certain occupations with particular genders can limit opportunities and discourage individuals from pursuing careers outside of traditional norms. This can hinder professional performance and perpetuates gender-based occupational segregation.

Gender stereotypes in the educational environment affect academic performance through a phenomenon known as stereotype threat. Fear of confirming negative stereotypes about one's gender undermines individuals' confidence and hinders their academic achievement.

Gender stereotypes influence interpersonal dynamics by shaping expectations in relationships. Prescribed gender roles influence communication styles, power dynamics, and the division of labor within partnerships. Adapting to traditional roles can result in unequal relationship dynamics, affecting individuals' overall satisfaction and well-being.

The following conclusions were reached in this chapter:

- Gender identity is not a monolithic concept; rather, it encompasses a variety of experiences. Individuals manage their gender identity within the context of their unique cultural, social and personal circumstances.
- An intersectional approach that considers how different aspects of identity (such as race, ethnicity, gender, and socioeconomic status) intersect and influence each other is critical to understanding the broad experiences of individuals within different gender identities.
- Traditional gender models, often based on binary frameworks, face criticism for oversimplifying the diversity of gender identities.
- Social and cultural factors play an important role in the formation of gender identity. Stereotypes, expectations, and cultural norms help construct gender roles and influence how individuals perceive themselves and others within the gender spectrum.
- Biological factors, including hormonal influences and neurological processes, interact with cognitive processes that contribute to the development of gender identity. However, the interaction between nature and nurture is complex and not fully understood.
- Understanding gender identity emphasizes its fluid and dynamic nature. Identity is not static, and individuals experience changes or evolutions in their gender identity over time.

Psychologists such as S. Bem emphasize the importance of androgyny and move away from traditional gender roles, allowing individuals to express their sexuality in ways that match their authentic selves.

**Chapter 4 “Gender analysis of the socialization process of the individual”** - gives insight into the complex ways in which societal expectations, cultural norms, and institutional structures shape the development of gender identities and roles by the gender analysis of the socialization process of the individual.

Further research into the biological influences on gender role formation will contribute to a deeper understanding of its complexities. Future studies should examine gene-environment interactions, epigenetic changes, and the impact of hormonal fluctuations on neurodevelopment during adolescence. This research will provide information about the development of targeted interventions aimed at promoting positive gender identity and mitigating the potential negative psychological consequences of deviating from societal gender norms.

Adolescent identity formation is a dynamic and multifaceted process influenced by various cognitive development processes, especially in the context of gender. The interaction of biological, cognitive and social factors causes its complexity. Biological factors, including hormonal changes during puberty, play a role in shaping the physical and physiological characteristics of adolescents. These changes mutually interact with cognitive and social processes to influence gender identity formation.

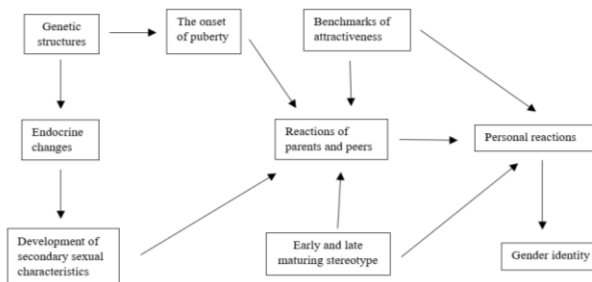


Figure 3. Formation of gender identity factors and mechanisms

Cognitive flexibility allows adolescents to explore different perspectives on gender, question norms, and resist rigid stereotypes. This cognitive skill contributes to a more open and comprehensive understanding of gender roles. Abstract thinking allows adolescents to conceptualize and question abstract notions of gender, such as stereotypes and societal expectations. Self-reflection is essential for adolescents to discover their own values, beliefs, and experiences related to sex. This introspective process helps build a more authentic and self-aware gender identity.

Social comparison influences how adolescents perceive their gender identity in relation to peers and societal norms . This process helps to construct a socialized and contextualized understanding of gender. E. Erikson's stage of identity and role confusion emphasizes the importance of identity search and commitment during adolescence. Identity formation involves the integration of various aspects, including gender, to achieve a stable and consistent sense of self. S. Bem's theory emphasizes the active role of cognitive processes in the organization and interpretation of gender-related information. Adolescents actively construct mental frameworks that shape their understandings and expressions of gender.

The following results were obtained in this chapter:

- Social influences such as family dynamics, peer interactions, and media representations become critical factors shaping gender-related cognitive processes.
- Biological factors, including hormonal changes during puberty, often influence sex-specific characteristics that shape society's expectations of gender roles.
- The process of socialization is a dynamic and ongoing interaction between individuals and their social environment, influencing perceptions, behaviors, and self-concept.
- From early childhood, individuals are exposed to gender messages and expectations through family dynamics, educational systems, media representations, and peer interactions.
- The process of socialization contributes to the internalization of gender norms, the formation of the self-perception of individuals and their role in society.

- Biological markers influence behavioral patterns, cognitive development, and emotional experiences, laying the groundwork for the construction of gender identity.
- The process of socialization reinforces and improves the understanding of gender. During pre- and post-adolescence, individuals are exposed to numerous cultural, familial, and societal influences that contribute to the formation of gender roles.
- Media, peer interactions, and education systems play an important role in reinforcing or challenging existing gender norms.
- The ability to think abstractly and reflect societal expectations allows individuals to critically evaluate and assimilate gender norms, influencing the construction of their gender identity.

**Chapter 5 “Results of the experiment conducted at the intersection of the FIDS, GPS, PWBS and IPVAS scales”** - discusses the methodological basis of the experiment carried out, the statistical analysis of the experimental materials and their results, the psychological analysis of the experimental statistics and obtained results.

*1. Psychological results of statistical analysis of female students on FIDS, GPS and PWBS*

FIDS, GPS and PWBS scales show that there is a complementary relationship between all three scales. There is a moderate negative correlation between FIDS passive reception phase and GPS. In this case, as women's passive acceptance scores increase, their gender perceptions decrease and they believe that traditional gender roles imposed by the patriarchal system are beneficial and that men are superior. They tend to be in denial about the situation or to be unaware of individual cultural bias.

In the study, no significant difference was found between girls' passive acceptance scores and educational level ( $t_{250} = -.713$ ;  $p > 0.05$ ) (table 1).



## FIDS one-way ANOVA results by girls' education variable

Table 1.

FIDS		N	$\bar{X}$	Ss	t	p	Sd
By education	Primary education	7					
	Secondary education	151	116.40	11.12			420
	high education	75	117.75	11.90	- .713	.482	
	Master and +	17					

FIDS one-way ANOVA results were presented to determine whether girls' FIDS subscale scores differed by age, major, region, and maternal and paternal education levels.

Girls' FIDS total score means by age level were examined with one-way analysis of variance for unrelated samples. As a result of the Scheffe test, which determines the significant difference, it was determined that the main difference is between the "18-19 years" and "24 years +" groups.

A negative correlation was found between FIDS detection stage and PWBS. As women's detection scores increase, their PWBS level decreases. It is related to the process of questioning oneself and one's role, including various contradictions. Female students who are in the process of transitioning to the discovery stage have a negative view on traditional femininity and patriarchal culture.

There is a low-level positive correlation between FIDS passive intake stage and PWBS. A high score on the PWBS indicates that individuals have a variety of psychological resources and strengths.

We will focus on the one-way ANOVA results of FIDS passive acceptance scores according to the variables of age, specialty, region, maternal and paternal education of girls, which varied according to several parameters (table 2).

One-way ANOVA results of FIDS passive acceptance scores of the girls calculated by age, specialty and region

Table C 2 .

FIDS	Source of variation	Sum of squares	Sd	Medium denominator of squares	F	P
	Intergroup	189,325	4	55,232		

By age	Within groups	62145.324	411	13.123		
	Total	6243.657	421		4,546	.003
By qualification	Intergroup	898,343	9	89,546		
	Within groups	5123.089	423	14,343		
	Total	6235.444	421		7,879	.000
By region	Intergroup	821,546	7	133,878		
	Within groups	52345.768	422	121,345		
	Total	53243.111	414	135,546	1,546	.314

There is a moderate positive correlation between the FIDS synthesis stage and the GPS and PWBS scales. At this stage, women focus on the positive aspects of being a woman, adopt realistic and positive identity characteristics, eliminate gender roles, and make choices according to their personal values. As the FIDS synthesis stage score increases, so does the PWBS level. In contrast to female students in the passive acceptance stage, girls in the synthesis stage have higher psychological happiness scale and freedom.

A moderate positive correlation was found between FIDS active participation stage and GPS. When choosing topics, female students consider their personal satisfaction, talents, and potential for impacting social change. As the level of active participation of female students increases, so does their gender perceptions. A significant positive relationship was found between FIDS active participation stage and PWBS. As girls' level of active participation increases, so does their psychological happiness.

According to the results of the study, there is a significant and positive relationship between FIDS and PWBS. That is, as girls' FIDS levels increase, so does their PWBS psychological happiness.

It was determined that FIDS passive reception and diffusion scores differed by age group, whereas discovery, synthesis and active participation scores did not differ by age group. It can be said that girls' detection, synthesis, and active participation scores increase with age, with differential effects. For the detection stage, when the average age groups are considered, it is seen that girls in the age group of 18-19

years have the highest detection score. This ranking is followed by 22-23 age group, 20-21 age group and 24 and above age group.

#### One-way ANOVA results

#### FIDS prevalence scores of the girls by age

Table 3.

FIDS	Source of variation	Sum of squares	Sd	Medium denominator of squares	F	P
By age	Intergroup	51,435	4	12,435		
	Within groups	2123.879	423	7,657		
	Total	2665.546	434		2,657	.034

It is seen that the 18-19 age group scores the highest in the stages of detection, synthesis and active participation. The stages of synthesis and active participation, which are the advanced stages of feminist identity, are seen to be higher in girls of lower age groups. According to the research results, it can be said that FIDS identity development and feminism in general are more adopted, recognized and continue to develop by younger generations.

When considering the average age groups for the synthesis stage, it is seen that the 18-19 age group has the highest synthesis score. It is followed by 20-21 age group, 22-23 age group and 24 and above age group. Considering the average ranking of age groups for the stage of active participation, it can be seen that the 18-19 age group has the highest active participation score.

The findings show that the 18-19 age group scored the lowest in the passive acceptance stage, while the 24 age group scored the highest in the passive acceptance stage. In the expansion stage, the highest score is seen in the 22-23 age group. FIDS is that people in less developed stages of development have more stereotypical ideas about gender roles and internalize them more than people in more advanced stages of development. Because at this stage male supremacy and traditional gender roles are accepted and gender-based prejudice is not conscious. The findings of the study support the hypothesis that young individuals have significant differences in

the development of FIDS compared to other age groups, which is one of the hypotheses of the study.

According to the research results, it was determined that girls' FIDS levels do not differ according to their education level. The level of education does not significantly affect the development of FIDS in women. According to the results obtained, it is considered effective to have similar achievements at the undergraduate and graduate levels of education and courses at the higher education level. One of the main hypotheses of the study supports the possibility that increasing the level of education will have a positive effect on girls' FIDS development. Based on the results of the research, it is shown that girls' scores on FIDS scales (passive reception, detection, dissemination, synthesis, active participation) of undergraduate and graduate education levels are close to each other. It can be said that increasing the level of education from the initial stage of FIDS to the advanced stages is effective in increasing the feminist identity.

According to the predicted variables, girls' FIDS regression analysis results

Table 4.

<b>P assive reception points</b>							
Independe nt variables	B	Standar d error	B	T	P	Dua l	Partial ly
Stable	27,29 7	2.005	-	13,61 6	.00 0	-	-
GPS	-.116	.016	- .33 1	- 7,230	.00 0	-.3 19	-.3 31
PWBS	.076	.026	.13 3	2,897	.00 4	.1 07	.1 24
R=0.34 8 R <sup>2</sup> =0.1 23 F 2-450 =28. 213 P=.00 1							
<b>Synthesis scores</b>							
Stable	17,77 4	1,589	-	11.18 3	.00 0	-	-
GPS	.129	.013	.43 1	10.21 1	.00 0	.44 1	.411
PWBS	.120	.021	.24 5	5,797	.00 4	.2 15	.251

R=0.5 24 R <sup>2</sup> =0.2 0 1 F 2-4 50 =7 0 . 343 P = .000							
<b>Active participation points</b>							
Stable	4.307	1.751	-	2,459	.01 4	-	-
GPS	.180	.014	.52 7	12,82 5	.00 0	.5 12	.531
PWBS	.070	.023	.12 2	2,968	.00 3	.14 3	.124
R=0.5 32 R <sup>2</sup> =0.2 199 F 2-4 50 =8 0 . 111 P = .000							

According to the results of the study, it was found that depending on the specialization of the girls, FIDS total score and passive acceptance stages showed a significant difference. It was determined that there was no significant difference depending on the major studied in the stages of discovery, dissemination, synthesis and active participation. The highest FIDS score belongs to female students studying in the field of mathematics, and the lowest FIDS score to the field of philology. In the phase of passive admission, it is seen that the highest scores are obtained by girls studying philology. The lowest passive acceptance score belongs to girls studying mathematics. In the detection stage, it is seen that the highest scores are obtained by girls studying journalism. Physicist girls have the lowest score in the detection stage. It can be seen that the highest scores in the stages of passive reception and detection belong to philologist girls. Based on this, it can be said that philologist girls adopt traditional gender roles and hierarchy more. For the diffusion phase, the highest score belongs to journalism students.

The stage of passive acceptance was found to differ significantly according to the geographical region in which women lived. It was determined that the total scores of FIDS detection, diffusion, synthesis and active participation scores did not differ according to age groups. For the passive acceptance stage, by geographic region, girls living in the southern region have the highest passive acceptance score, followed by girls living in the western region. The lowest passive acceptance score is seen for girls living in the western region. Findings from the study support one of the hypothesis that FIDS differs by region of residence.

FIDS total score was found to differ significantly between girls whose fathers had different levels of education. It was determined that

passive acceptance, detection, dissemination, synthesis and active participation scores did not differ according to the father's education level. When the father's secondary education level is taken into account in the FIDS total score, it is seen that girls whose father is a university graduate get the highest score. The lowest score seems to belong to girls whose fathers are not educated.

FIDS total score was found to differ significantly between girls whose mothers had different levels of education. It was determined that passive reception, detection, dissemination, synthesis and active participation scores did not differ according to the mother's educational level. When the average education level of the mother is taken into account for the total score, it is seen that girls with illiterate mothers get the lowest score. The highest FIDS score is seen for girls whose mothers are university graduates. One of the study's hypotheses supports findings that feminist identity differs by mother's education level. This is due to the lower feminist identity indicators of girls with illiterate mothers. Increasing levels of education and mothers raising their children with cognitive flexibility help the rising generations to understand and combat gender inequality.

Within the framework of the research results, it was determined that there is a significant relationship between FIDS subscales (passive acceptance, synthesis, active participation) and gender perception and psychological happiness. There appears to be a negative and significant relationship between passive acceptance, the first stage of feminist identity, and gender perception. Consistent with this finding, as women's passive acceptance scores increase, gender perceptions decrease. This result is expected because women at this stage have adopted traditional gender roles and are unaware of the discrimination committed against them. There appears to be a low-level positive significant relationship between passive acceptance and psychological happiness. The early stage of feminist identity is associated with an individual-oriented self-concept, and the late stage of feminist identity is associated with a group-oriented identity. Arguably, it is due to lack of questioning and adoption of gender roles and low awareness of them at the initial stage of feminist identity.

Significant links were found between the synthesis stage of feminist identity and gender perception and psychological happiness. There appears to be a positive medium link between synthesis stage

and gender perception. As girls' synthesis increases, one of the stages of advanced feminist identity which are gender perceptions also increases. At this stage, it becomes clear that gender roles are recognized and transcended, and that individual actions will have personal and social consequences. As a feminist identity takes deeper root, a more realistic worldview emerges. This is the stage where traditional gender roles are overcome, attention is focused on the positive aspects of being a woman, and a balanced self-concept is formed. In this context, it is an expected result that this stage is related to gender perception. It was determined that there is a positive relationship between the synthesis stage of feminist identity and psychological happiness.

## *2. Psychological results of statistical analysis of female and male students on GPS and IPVAS*

When examining the data obtained as a result of the study, it was found that the average of the students' IPVAS and GPS scores was generally low. Since the students live in big cities like Baku and Ganja during their studies, they are not exposed to the cultural transmission of violence, and they are critical of social behavior and life due to their generational characteristics. In recent years, the development of gender awareness has been effective in lowering the IPVAS scale.

Boys' IPVAS was higher than the average score of female participants. Boys are found to have more traditional thinking and like violence more. This difference is thought to be related to the genetic characteristics of men and women, as well as the roles society assigns to their genders.

In the intergroup analysis, students from Baku-Absheron, Sumgayit regions have low IPVAS attitude scores ( $p < 0.05$ ). Factors such as high labor force, participation rate and economic income due to developed industry, high education level and cultural structure in big cities weaken the propensity for violence.

The results of the Kruskal Wallis H test are shown to compare students' IPVAS scale scores by region. When examining the data in the table (table 5), it was found that there is a significant difference in IPVAS scores depending on the region of the country ( $p < 0.05$ ). According to the data, the western region had the highest IPVAS score ( $SO=465.55$ ), whereas and the southern region had the lowest one ( $SO=323.43$ ;  $p < 0.05$ ).

Comparison of IPVAS scores  
based on the region where the students live

Table 5.

Regions	N	Row Average	H	P
Southern regions	75 - 71	343.43	15,787	.012 p<0.05
Northern regions	52 - 41	389.11		
Western regions	76 - 64	465.55		
Baku-Absheron, Sumgait	47 - 24	398.33		

When analysing the results of the Kruskal Wallis H test conducted to compare the IPVAS scores based on the students' mothers' education status, it was found that the scores did not differ significantly from each other ( $p>0.05$ ). According to the revealed data, those whose mothers have elementary education have the highest score on IPVAS (SO=388.11), and those whose mothers have secondary education have the high score on IPVAS (379.66). Those whose mothers have master's degree and above have the lowest medium score on IPVAS (SO=311.23) (table 6).

Comparison of IPVAS scores according to the educational status  
of the students' parents

Table 6.

MOTHER	N	Row Average	H	P
Primary education	18-9	388.11	1,454	.011 p<0.05
Secondary education	169-123	379.66		
high education	56-59	341.33		
Masters and above	7-9	311.23		
FATHER				
Primary education	7-8	376.22	5.311	.221
Secondary education	151-111	346.64		
high education	75-65	326.11		
Masters and above	17-16	255.34		



When examining the data in the table, it was found that IPVAS scores did not differ significantly based on the father's educational status ( $p > 0.05$ ). According to the revealed data, it was observed that those whose fathers had elementary and secondary education had the highest score on IPVAS (SO=376.22 and 346.64), and the average score on IPVAS was the lowest (SO = 255.34) for those whose fathers had master's degree/+ level.

Significant difference was found when comparing GPS scores by gender ( $p < 0.05$ ). It was found that the average GPS scores in boys were higher than average GPS scores in girls. Female students are more for equality than male students. This difference is due to the fact that children are raised according to the roles that society assigns to their genders, boys have more stereotypes and believe them to be true.

GPS points differ significantly based on the regions ( $p < 0.05$ ). The average GPS score of the participants living in Baku-Absheron, Sumgayit region (SO = 433.55) is higher than the average score of the participants from other regions (SO = 335.10) (table 5.16).

Based on the inter-group analysis it was determined that GPS scores of student psychologists were significantly higher than GPS scores of philologists. The tendency of girls to study philology is partly related to traditional stereotypes. Probably, this manifested itself in this study.

Students whose parents education level is quite high, their gender stereotypes level also decreases. Because a child who grew up in an educated family is more tolerant and prone to equality.

The following results obtained are discussed in this chapter:

- As the level of passive acceptance increases in girls, gender perceptions decrease, and the belief in the usefulness of traditional gender roles decreases. They believe that the traditional gender roles imposed by the patriarchal system are beneficial and that men are superior. They tend to be in denial about the situation or to be unaware of individual cultural bias.
- As girls' rates of feminist exposure increases, so does their psychological well-being. Female student girls at this stage have a negative view of traditional femininity and patriarchal culture.

- Girls with high levels of feminist identity focus on positive aspects of their identities, reject gender roles, accept realistic characteristics, and have high levels of psychological well-being. In contrast to female students with lower levels of feminist identity, girls in the synthesis stage have higher levels of psychological happiness and freedom.
- In particular, the 18-19 age group shows a high level of feminist identity, supporting more progressive views on gender roles. According to the research results, it can be said that the level of feminist identity development and, that in general, feminism is more adopted, recognized and continues to develop by the 18-19 age group.
- The level of feminist identity is high among girls studying psychology, journalism, mathematics, and relatively low among female students studying philology. The level of feminist identity of girls studying philology is lower than others. They show more traditional views.
- The level of feminist identity among female students from southern regions is lower compared to others. Findings from the research support one of the study's hypothesis that FIDS differs by region of residence.
- Daughters of university graduates have a higher level of feminist identity. This supports the hypothesis that parents' educational level influences girls' feminist identity.
- When the level of feminist identity is low, the perception of gender is also low, as well as the levels of psychological well-being. This confirms the hypothesis about the influence of feminist identity on gender perception and psychological well-being.
- Research shows that the urban environment and gender awareness activities at the university, influence the development of students in the field of gender equality, critical attitude towards social behavior and violence.
- Male students, on average, reported higher levels of intimate partner violence than female participants. This is due to the

traditional worldview and unwarranted admiration of violence among some boys. Boys are found to have more traditional thinking and like violence more. This difference is thought to be related to the genetic characteristics of men and women, as well as the roles society assigns to their genders.

- Female students are more egalitarian than male students. This difference is due to the fact that children are raised according to the roles that society assigns to the sexes, boys have more stereotypes and believe them to be true.
- The education level of students' parents affects their gender stereotypes. Students whose parents have a higher level of education have a more egalitarian and tolerant outlook. The results of the research show that family upbringing and education level are important in the formation of gender relations of students.

**Conclusion** - generalizations, proposals and practical recommendations arising from the research are presented.

**The main content of the dissertation is reflected in the following works published by the author:**

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