

Misunderstandings And Pitfalls of Gendered Dispositions in Educational Practice Abstract

Yasi Luo, Mengting Zhou

Guangdong Vocational and Technical University of Business and Technology, Zhaoqing, Guangdong526060

Abstract: The Special Action Plan for Comprehensively Strengthening and Improving Mental Health Work for Students in the New Era proposes that "mental health work in the new era should be comprehensively strengthened and improved to improve the quality of students' mental health", but in the context of the traditional binary gender temperament, The public has a one-sided understanding of male and female gender temperament, and the phenomenon of "mismatch between cognition and action" has caused many problems in the implementation of mental health work in schools, which not only deepens gender stereotypes but also harms the development of students' mental health.

Keywords: gender temperament; gender binary; schooling; mental health education

Under the traditional dual dominance of gender temperament, the diversified development of gender temperament is hindered and lengthy, which hinders the development of students' mental health and educational practice. In order to create a healthy environment for campus psychological growth and promote students' good development, the hidden dangers of gender temperament in educational practice are analyzed and summarized.

1. Diversity and duality of gender temperament

Gender is a complex concept that includes physiological gender, psychological gender, and social gender. Therefore, gender temperament itself is a complex issue involving multiple factors. Defining and dividing male and female based on physiological gender is to simplify the issue.

Scholar Hua Ping proposed in "The Interaction between Gender and Gender Temperament" that the complex relationship between gender, gender temperament, and body cannot be simply divided between men and women. The concept of gender constancy proposed by the stage theory of cognitive development emphasizes that individuals naturally and actively collect gender information based on their own gender stereotypes during their growth process, ultimately obtaining gender cognition. On the contrary, the gender schema theory proposes that the cognitive process of individuals on gender is the result of further processing of gender information acquired, not Spontaneous generation, which reflects the different processing methods of individuals on gender information, which may lead to different gender cognitive results. The main representative figure of this theory, Bem, emphasizes that gender traits are not absolute opposites, but there are also situations where gender traits intersect and overlap, meaning that a person can contain both male and female temperament.

From a single perspective of gender temperament, the diversification trend of gender temperament is seen, with the concept of "dominant masculinity" indicating that masculinity is influenced and constructed by multiple factors during the socialization process, resulting in a diversified masculinity. Meanwhile, Cornell believes that masculinity is formed through constantly changing practices in daily life, and there are trends of change and diversity in practice. Therefore, the resulting masculinity is also multi trend and diverse. At the same time, there are relatively few studies on the diversification of Femininity in the academic circle, but it is undeniable that Femininity is also developing towards diversification and dynamics.

In summary, the development trend of gender temperament in real society should be diverse, and the issue of gender temperament cannot be viewed unilaterally or simply.

In the complex development of actual society, the gender differences and inequalities between men and women are increasing, and the two sexes are gradually facing opposition and differentiation. According to Bem's gender role scale, she divided the subjects into four types of gender roles: bisexual, Masculinization, feminine and undifferentiated. The type of Masculinization refers to high Masculinization and low femininity; Feminine type refers to the characteristics of high femininity and low Masculinization. Such classification of characteristics is consistent with the society's consistent cognition of men and women, so it is collectively called traditional gender temperament duality, that is, except masculinity, there is only Femininity in the gender temperament types in society, and the two exist in opposition. At the same time, the theory of sexual roles suggests that the temperament of men and women is the result of social acquisition and socialization, and can easily be internalized into a personality role. This means that the duality of traditional gender temperament is easy to be accepted by the public, and gender temperament will be considered as the existence of "normalization" and "naturalization", and internalized by men and women in the long history of development and Social change. Once there is a phenomenon contrary to the traditional gender temperament, it will be considered as the existence of "abnormal" and "deviant", which is one of the manifestations of gender stereotypes.

The duality of gender temperament subtly affects the public's understanding of gender temperament in daily life, leading to some misunderstandings. There are two common misconceptions.

Firstly, the public's understanding of gender temperament is still limited to explicit features such as body shape, posture, appearance, behavior, etc., neglecting the inherent qualities of gender temperament. For example, when it comes to "masculinity", people often associate it with strong physique, tall physique, bold and unrestrained movements, and overlook that masculinity is also synonymous with bravery,

striving and upward mobility.

Secondly, with the rapid development of society and the popularization of the Internet, the public has begun to come into contact with diverse gender temperaments, and also gradually realized the rationality of the existence of diverse temperaments. However, negative reactions such as confusion, resistance, distancing, and bias still occur in behavior, which belongs to the "misplacement" of behavior and cognition in gender temperaments. The fundamental reason for the occurrence of this contradiction and "dislocation" is the duality of traditional gender temperament. The public has unconsciously become accustomed to the perception dominated by gender and temperament duality in their long-term daily life. However, when diverse temperaments appear, they still unconsciously make negative reactions, unable to "integrate knowledge and action", but rather "disagree". This kind of 'knowledge and action mismatch' has become increasingly common, affecting various aspects of society, and is relatively hidden and difficult to detect, requiring vigilance.

2. The hidden danger of gender temperament duality in educational practice

The traditional duality of gender temperament "controls" various fields of society, and schools are a crucial part of individual socialization. The student body will also fall into the misconception led by the duality of gender temperament, especially the misconception of "knowledge and action misplacement" of gender temperament. In educational practice, it is inevitable that there will be many thorny and difficult to handle hidden dangers related to gender temperament, mainly including obvious and easily detectable hidden dangers, as well as hidden hidden hidden dangers that are difficult to detect. The former has the following two points:

Firstly, the most common hidden danger is that students exhibit binary behavior or choices. Sports elective courses were originally designed as teaching courses to promote students' diversified development, but the main body of students is prone to conduct activities consistent with social stereotypes. For example, girls generally prefer Dancesport, aerobics, rope skipping and other sports with strong performance and higher body coordination ability, because such activities conform to the characteristics of "slim, gentle and elegant" required by traditional Femininity. On the contrary, boys generally choose sports with traditional masculine characteristics such as basketball and football. The reason is not only that students' cognition of gender temperament of men and women is still restricted to explicit features, but also contains contradictory reactions of "misplacement of knowledge and action". For example, girls know that they can also choose basketball, football and other projects, but they are still more willing to choose Dancesport and other projects.

Secondly, a serious hidden danger among individual students is the rejection of diversity. On campus, when a student makes behaviors or choices that do not conform to social stereotypes, some students may exhibit negative attitudes such as surprise and confusion. This issue is more evident in physical education classrooms, as physical education is the most obvious occasion in the Five Education Classroom to reflect the different gender temperaments of men and women, as it involves a comparison of physical strength between men and women. For example, in sports elective courses, even if some students know that boys can also choose Femininity projects, these students will still have negative attitudes or rejection towards boys who choose such projects.

In addition to the obvious hidden dangers of gender binary temperament mentioned above, more attention should be paid to the hidden hidden dangers that are difficult to detect when carrying out educational practices.

One is that students have different standards for their own and others' gender temperament, and such "double standards" appear both in the same sex and the opposite sex.

Among the same sex, some students strictly demand that others meet the temperament standards of the binary gender temperament, while not treating themselves strictly. For example, some boys may demand that they become stronger and behave more manly when faced with boys who are thinner than them, but their physical physique cannot be called robust, and their character cannot be called brave or strong. Or when facing some sports events, some boys require other boys in the class to also participate in order to demonstrate their masculine bravery and perseverance, but they evade the competition due to laziness and other reasons. The reason behind this is that in the traditional dualistic social atmosphere of gender temperament, long-term social discipline makes them subjectively believe that male and Femininity temperament is the standard of dualistic definition, and that men should have achievement orientation and a strong sense of initiative to complete tasks, such as strength, perseverance, tenacity, masculinity and other characteristics, so they will impose this standard on others too high, But due to their exposure to gender diversity, they unconsciously use diversity to gain more benefits for themselves. Therefore, they demand lower standards from themselves and have relatively higher tolerance for themselves, while exhibiting opposite attitudes and behaviors towards others.

Among the opposite sex, some students may overlook the differences caused by uncontrollable factors such as gender physiology and force gender equality, which is common between boys and girls. On the one hand, they are influenced by the duality of traditional gender temperament, and subjectively believe that men and women are different in opposition, and that masculinity should dominate; On the other hand, in order to strive for more gender rights, we also overlook various unbalanced differences between men and women. For example, due to the physiological structure, female students experience menstruation every month. When participating in physical education classes, they may apply for internships or leave to rest. However, some male students subjectively believe that this is an unfair phenomenon. Female students can rest every month and participate in light sports activities. This not only ignores the differences in the physiological structure of both genders, but also ignores the fact that male students can participate more in physical education classes The fact of longer sports events.

Secondly, students exhibit a dual level of fault tolerance. In the traditional binary gender temperament, when a student makes errors that are in line with social stereotypes about gender, others have a relatively high level of tolerance towards the student, and vice versa. On campus, when a male student engages in inappropriate fighting behavior, although they may be severely criticized and disciplined, the

public generally believes that fighting reflects a masculine and bold personality, so it is naturally considered a normal and not surprising phenomenon. Or in physical education classes, when a girl performs poorly in competitive sports such as basketball, the public may also perceive competitive sports as more masculine, so it is normal for girls to be not good at this.

In short, we should pay more attention to hidden hidden hidden dangers that are difficult for the public to detect, rather than obvious and easily perceived gender temperament hazards.

3. Conclusion

Although we are in a rapidly changing era, the duality of gender temperament is still the mainstream, and gender stereotypes are deeply ingrained in the public. This hinders the diversified development of gender temperament in today's society, and also leads to cognitive misunderstandings among the public about gender temperament, leading to the emergence of diversified "knowledge action dislocation" behavior practices, which are easily overlooked. When the duality of gender temperament permeates school education, it can trigger a series of easily or imperceptibly hidden dangers of gender temperament, which not only deepen students' gender stereotypes, but also hinder the formation of a good campus mental health environment.

Reference:

- [1] Lu Jinqiu, Zhao Lu. The generation and interpretation of Dualisms of gender temperament -- a cultural Communication studies perspective based on Materialism feminism [J]. Journal of Shandong University of Technology (Social Science Edition), 2020,36 (04): 59-62
- [2] Cao Yuan A Study on Gender Temperament of Contemporary Male Graduate Students [D]. Northwestern University, 2018
- [3] Gao Jiajia The Construction of Dominant Male Temperament of Athletes in Sports Reports of "Good Friends" Pictorial [J]. New Silk Road: Mid day, 2020 (8): 0197-0197