ABSTRACT

HUMAN POTENTIAL, CREATIVITY AND GENDER IN AUTOBIOGRAPHICAL NARRATIVES ABOUT CAREER CHOICE PROCESS

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In the modern world human potential presents itself as a strategically important resource. Many countries have started special programs supporting the most gifted human beings. Gender side of these programs is not always clearly revealed. Would we have to manage the support for gifted children depending on the ability level only, or to take into consideration the degree of their social disadaptation depending on the gender stereotypes? A question on evolution of individual differences, on reasons for their appearance in the evolution of society, in Russia only in the most recent times begins to be studied. One of the most recognized theories of gender differences in creativity is the theory defined by V. Gheodhakyan. His theory shows a greater scale of intelligence of men, than women, with the broader rate of male reactions on one and the same factor. The childhood of gifted children enriched by multiple scientific myths. Particularly robust, in spite of convincing contrary empirical data, are myths about the non-social disadaptivity of gifted people, which are increasing from the early age till the senior age of person. Society’s reactions on the gifted people are particularly inconsistent and ambivalence in respect of the talented young girls: parents often prevent a development of their mathematical, technical or even linguistic abilities, more calm referring to the education of some other gifts: dance, artistic athletics, painting etc. Opinions about girls humility are connected with presence the "male" talent in the female personality. They quite often are maintained even by parents with high educational quality. Assistance or reluctance toward a development of creative child does not always produce the provided result, moreover the efficiency of such assistance or reluctance depends on many factors of individual and social levels. Amongst them the factors of sex and gender play an important role. Overweening assistance, for instance, can lead to the humiliation of boy’s initiativeness, but reluctance, to the opposite, can promote his better qualities? development. However, individual reactions of child on these influences will not be able to forecast via nobody, and the gender factor does not play main role in this process of choice. Gender questions are intensified or weakened by this or that child presentations of his/her possible future corresponding or irrelevant toward gender stereotypes. Many reactions, actions and sufferings of child become more comprehensible in the context of beliefs about the future life (time prospect). Usually a temporary prospect is considered belonging to adolescent and early juvenile age. However it is possible to speak about elements of time prospect in the preschool childhood already. If for the majority of teenagers a work on shaping an own prospect waking is executed once in a while and not systematically, the gifted children quite often else before the school define their own life-plans, intentions, and are conceived on that, whom and what he wants to become in future. In the number of the most important predictors of creativity
there is a presence of child own career choice process, supported as by its self-consciousness, so and by the real situation, coordinated with its vision of his/her own gender oriented "I/me". We initiated, collected and researched 348 autobiographies of female postgraduate students of three universities in different regions of Russia which had chosen scientific activity after university. Over 60% girls already in younger classes presented itself in one or another profession. High degree of their independence was as a subject of pride of their parents and other close relatives, so and a source of conflicts with them. Early success in one or another area does make this field of activity more differentiated, bright, attractive in the eyes of a girl. Analysis of recollections of the female students, chosen scientific career, has shown that in the structure of their destiny is always present an approval and encouragement of at least by one adult of the chosen by them occupations in their infant of young schoolgirl ages. Such approval or encouragement impelled their intends to enclose else greater efforts and to obtain else greater successes. Human potential and its realization in available conditions were maintain each other, forming a sort of self-developing and self-managing anthropological system. Fates of gifted boys shows that for them to the contrary with girls it is more characteristic to taste different areas, not only in that, where they had got an encouragement on the part of adults. According to theories of the optimum of intelligence, an increasing of mentality till the determined optimum level promotes a raising of an adaptation, however after the excess of this level (valued usually in 125 - 155 IQ) the further increasing of mentality brings about a breaking of the contacts with other people and an increasing of the problems with social adaptivity. However, in our study of gifted girls we saw that they are not less adaptive, than their less gifted peers. Besides in spite of more high at the average level of abilities toward social adaptation, gifted girls are not to a lesser extent, than gifted boys, need for the care from the adult world. So, we can consider a development of human potential as the process, under which a wealth of mental experience is defined and determined by the both an individual potential basement and possibilities to realization, provided to by the ambience. In principal it is important that person itself or under the influence of its surrounding can to a considerable extent control of development of its own abilities, directing her/his own potential in one or another sphere. Tasks of co-ordination and "investing" resources in most cases are easier fulfilled by young women, than by men with the equal mentality and creativity.