GENDER PROBLEM IN CONTEMPORARY DESIGN AND ADVERTISING

[a]TATYANA BOZHKO, [b]OKSANA CHUIEVA, [c]LILIANA VEZHBOVSKA, [d]OLHA LAVRENYUK, [e]ARKADII BOLTENKOV, [f]VIKTORIIA PRYSTAVKA

[a]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
[b]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
[c]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
[d]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
[e]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
[f]*Kyiv National University of Culture and Arts, Kyiv, Ukraine,*
email: [a]bozfhko_to@ukr.net, [b]aksanas@gmail.com,
[c]*liliana_vezhbovska@knukim.edu.ua, [d]lavrenyukolga@ukr.net,*
[e]*ar.boltenkov@gmail.com,[f]vikapristavka98@gmail.com*

Abstract: This article examines gender and how it is taught in higher education institutions, design, and advertising. It is important to establish a connection between gender images in advertising and design education presented in the structure of the academic discipline of art and design. In modern art education, design and advertising are recognized as one of the leading directions, where there is a significant social constant amidst several differences between creativity and creativity. The result of the research is an expansion of scientific and practical ideas of students about gender issues, the positive influence of gender stereotypes on modern creativity in design through the introduction of new educational components. In the further perspective, there is a continuation of practical research to promote in-depth knowledge of the characteristics of gender, gender issues presented in advertising and design.

Keywords: advertising, advertising area, gender images, design, gender stereotypes, gender markless.

1 Introduction

Gender as a content component in the learning content of design and advertising should be an obligatory component as an outstanding distinction of democratic and free art, high-tech society. Drawing on contemporary research on gender issues in design education and the theory and history of advertising (Ivanova, 2016), several innovative pedagogical methods have been developed in pedagogy, in particular on the consideration of stereotype theory, gender stereotypes, archetypes, and images. All this intends to prepare modern gender-sensitive professionals who could produce a quality product, to use their creative potential in design and advertising. Thus, gender literacy as a pedagogical component of design education plays an important role in postmodern pedagogy, which (in a certain way) changes for the better the concepts of modern university education and its subjectivity (Lysytsia et al., 2020; Kiki-Papadakis, Chaimala, 2016). Meanwhile, creative practices remain ambivalent and personal, which is the essential core of advertising creativity of the new artistic world, dictating the need to change managerial and teaching concepts (Findik, Ozkan, 2013). This fact determines the relevance of introducing gender issues in the realities of modern design education in higher education, conducting practical research on the feasibility of introducing gender issues in education in the field of advertising and design.

The modern advertising sphere needs to be aware of gender issues and clearly define gender features, which are the continuation of semiotic positive oppositions of man-woman, female-male (he - she). It leads to the need for a comprehensive consideration of the gender aspects of advertising, advertising design, which can be realized in a multitude of multiple projections and is rooted in the endless conflict of feminine and masculine principles as primordial archetypes.

The overwhelming majority of advertising products are directly or indirectly aimed at appealing to the semiotic binary opposition of Male-Female, correlate with other archetypes, and find their embodiment in stereotypes and etalons of various degrees of conceptualization and translation of gender identity and social role. Orientation in this system of images, etalons, and stereotypes is vital for the successful activities of a designer in advertising, so the introduction of new topics, modules, educational components to the practice of teaching design and advertising is a promising step in the process of training a professional specialist.

The problem of comprehensive consideration of gender issues in the framework of training courses in design and advertising science has remained unnoticed by researchers. Such comprehensiveness is possible within the framework of developmental courses, academic disciplines devoted to professional skills improvement, creative growth, self-improvement, etc.

Aims. The research aimed to consider ways of implementing gender issues in the teaching of advertising and design

Based on the issues of the study, the following research objectives were planned:

- to establish the main thematic and content components of gender issues within the advertising studies curriculum disciplines;
- to determine students' achievement and gender literacy as the foundation of the modern advertising and design professional;
- students' assessment of the introduction of gender-sensitive topics to design education.

2 Methods

Students of art and advertising specialties of the Kharkiv National Economic University named after S. Kuznets, Faculty of International Affairs and Journalism (Ukraine) and the University of Latvia (LU), the Faculty of Education, Psychology, and Art (FEPA) during the second semester of 2019/2020 academic year (from February to June), were involved in the experiment. These are students of the 2nd year of the first (undergraduate) level of higher education, combined in 2 groups of 22 people (EG1, EG2). A separate discipline (a set of students' free choice disciplines), "Fundamentals of advertising, gender issues," was added to the curriculum, where gender issues were addressed during the classroom training, practices, laboratory, and independent work, self-organization methods, and interactive ways of learning were involved.

To fully understand the problem and perform the research assignment, the research team resorted to several methodological developments and theoretical studies as references, to answer the question of the implementation of gender issues in the territory of design education and advertising science, considered in the study. These experimental results are presented in the form of a description of statistics. The questionnaire data were taken into account.

The pedagogical experiment involves the project in III stages. Before the first stage and at each following stage, the level of awareness of art students on gender issues and how the gender theme works in design and advertising is determined, the survey and evaluation of the respondents' progress are carried out. At the final stage, a questionnaire is implemented, where data are collected on the attitude of respondents to the proposed discipline, assessment of the relevance and professional need of applicants for education in a qualified assessment of gender issues. All participants in the experiment voluntarily agreed to participate in the experiment. The answers are given voluntarily, and the research team guarantees the confidentiality of the surveys. The personal information obtained by the research team will not be made public.

Before the beginning of the experiment (Stage I), as well as at other stages, testing was conducted on the respondents' awareness of gender issues, gender stereotypes, etalons, archetypes, etc. The work on the formation of teaching and visual corpus of materials for the course was carried out. The visual part of the discipline was formed according to the needs and requests of the students, the thematic blocks, and the hourly distribution of practical classes and projects activities were adjusted.

At the II stage, were applied methods of observation and an interview. The research group collected and analyzed data, training materials, which are subsequently planned to be used as answers to the questions posed by the research.

At the III stage, there is a final analysis of the results. The data are processed and used so that they can be the basis for determining the effectiveness of the introduced experiment and the answer to the problematic research questions.

3 Literature review

Sociological, philosophical, historical, and communicative theories have actively considered the gender aspect (World Economic Forum, 2019; Sociological Analysis of Advertisement, 2019). It can be presented as gender pedagogy, where it is assumed to work on the development of several teaching methods that rely on communicative and interactive teaching practices (Cortese, 2004; Mason, 2006; Sim, Pop, 2014). The involvement of interactive teaching methods in dealing with complex and problematic material is also an important area of the development of gender education (Synorub, 2019; Karpushyna, 2019).

The research community has paid much attention to the following:

▪ the consideration and history of gender stereotypes regarding muscularity models and their evaluations in society (Bennett, 2007);
▪ problems of women and men's evaluation of gender, environmental issues, and political realities in the economic field (May et al., 2021);
▪ consideration and analysis of gender stereotypes in television advertising and the need for marketers and advertising professionals to have a balanced approach to the topic of gender (Khalil et al., 2020).

Contemporary research on gender is a logical extension of the critical analysis of advertising gender stereotypes, where special attention is paid to false, demeaning, and discriminatory feminine models (Sociological Analysis of Advertisement, 2019; Crittenden et al., 2020). The following range of modern gender representation problems in advertising should also be considered:

▪ the image of women as an object of consumption, the influence of digital technology on the formation of gender themes (Sun et al., 2010),
▪ the problems of creating gender images
▪ the use of gender stereotypes without prior analysis of their further impact on society and assessments of society, individual social groups.

The relevance of gender issues for advertising production, the need for a future specialist to navigate the multitude of gender stereotypes and know the pragmatics, evaluations, and the further impact of the product on the evaluations of society. It requires intensified practical research. It is necessary to answer the research question: how effectively and correctly to introduce gender issues in the educational space of art specialties.

4 Results

In our opinion, the important stage of the research is to establish the content and role of gender issues in improving the quality of the educational process in the art industry, as gender issues should be an important part of design courses and academic disciplines in advertising studies.

At the beginning of the experiment, the research team assessed the students' awareness of the main gender stereotypes and gender issues in general. Respondents were asked to find gender positions in the advertising works presented in the tests, evaluate

them, and determine the prospects for effectiveness and evaluation of a given advertising product (Table 1).

Table 1 – Preliminary testing. Assessment of gender awareness in control groups of students (*author's elaboration*)

Control groups of students	Unsatisfactory	Satisfactory	Good	Excellent
G1	2 %	55 %	40 %	5 %
G2	1 %	54 %	29 %	16 %

As the results show, a small number of respondents received unsatisfactory results. The majority of students had satisfactory knowledge of gender issues and were not able to assess the role and influence of gender issues on the perception of the advertising product at a professional level.

During the 1-st and 2d stages, a new student-selected discipline was implemented. All of this involved the use of interactive teaching methods, demonstrations of materials on the history of gender issues and theory. There were attempts to create their product and adjust the proposed samples. At the end of stage I, coinciding with the middle of the first semester, a control testing of the respondents' level of success in gender problems was conducted.

As we can see, the achievement in the experimental groups after passing half of the planned training discipline "Fundamentals of advertising: gender issues" has increased. The largest number of positive evaluations is in EG2 - 20%, also in EG1, the mark "excellent" received 5% more respondents. There were no unsatisfactory evaluations in both groups in general. Stage II involved the implementation of guest lectures and master classes in the teaching process (Table 2).

Table 2 – Mid-term. Assessment of the gender awareness level in the control groups of students (*author's elaboration*)

Control groups of student	Unsatisfactory	Satisfactory	Good	Excellent
G1	0%	48 %	41 %	11 %
G2	0%	49%	31 %	20 %

Stage II. The final assessment of the students' performance consisted of several indicators. These were the results of academic performance. The control tests allowed to measure their level.

Thus, student performance is an indicator of proficiency in the knowledge arsenal, the ability to analyze and self-analyze. The variety of techniques that the student uses in his design works and advertising projects is also an indicative criterion. Their skills, proficiency in a wide range of knowledge on the history of gender, and willingness to discuss the most complex programs were also taken into account.

At the final stage, all respondents were offered a poll with the question: Was this topic useful for you? There was also a separate question about the need to continue on these educational programs of the course. Closed answers needed to choose "yes" or "no". The results are presented as a percentage (Table 3).

Table 3 – The final survey. Assessment of gender awareness in control groups of students (*author's elaboration*)

Control groups of student	Unsatisfactory	Satisfactory	Good	Excellent
G1	0%	44 %	42 %	14 %
G2	0%	44%	32 %	24 %

During the course of this discipline, students were asked to focus on achieving a range of skills and competencies; to assess how important the opportunities were to the respondents. There were 7 topics and 1 additional question for respondents to consider (Table 4).

Table 4 – A survey on the participants' evaluation of the thematic blocks of the discipline "Fundamentals of advertising: gender issues" (author's elaboration)

Topics	G1 yes	G2 yes
Gender and Information Processing	75%	70%
Gender and stereotypes	70%	58%
Feminine stereotypes	60%	72%
Masculine stereotypes	55%	58%
Beauty stereotypes and patterns	74%	82%
Decorative effect and sexuality in advertising	82%	74%
Limited social roles	61%	48%
Should the course be continued further?	75%	83%

Based on the results of the questionnaire, we can say that the performance at the final stage of the study of disciplines has improved. The number of marks "excellent" increased by 10%; there are no students in the group who are not able to navigate gender issues. The introduction of a new discipline on gender issues allows students to realize themselves as a specialist and an expert on certain trends in the development of society.

Knowing and being able to correctly use the principles of gender in the evaluation of the advertising product and their design solutions contributes to the growth of academic achievement and further professional activity, facilitates the solution of problematic issues, improves the ability to perceive and analyze. All of this together activates autonomy in decision-making. This is a complex systematic process, where both the right approach to the problem and the system are important.

5 Discussion

Researchers have considered and analyzed the impact of modern advertising on the formation and functioning of gender stereotypes in the public consciousness (Naisbayeva et al., 2018). They argue that gender images, both traditional and formed and dominant recently in advertising and design practices, become permanent in the consciousness. When forming advertising and design projects, we should be aware of this and should be able to operate with it. In our study, 75% and 83% of respondents expressed a positive attitude towards the gender education component introduction and the need for continued gender education. Gender stereotypes affect the specifics of shaping the advertising sphere. The application of gender themes as one of the factors of market segmentation and the use of gender images, benchmarks, stereotypes are the main factors that ensure the communicative and commercial success of the advertising product (Bennett, 2007; Sogorin, 2015). The introduction of gender education as a component of social and media literacy of future professionals is also part of research experiments in the modern pedagogy of higher education (Ivanova? et al., 2020; Salgur, 2013; Ko? et al., 2013). These positive results obtained during the introduction of new necessary, socially significant topics helped to form those skills and abilities that were necessary for the further development of modern professional advertising and designer. As our study showed, students' performance during the educational process has increased, awareness of the system of gender issues that determine the basic conditions for the formation of a successful advertising message properly organized design work has improved. Such gender-marked archetypes, images, and factors that will always represent the endless correlations, confrontations, and interactions of masculine and feminine principles, as well as determine strategies for forming a system of gender-marked stereotypes in contemporary advertising space, should be considered.

6 Conclusion

The active use of gender in advertising and design solutions related to gender are an integral part of the modern world. The future design and advertising professional should become familiar with the existing stereotypical models that have been formed in a given culture over the centuries, and those innovations that occur with changes in society. Gender stereotypes change is a long and complex process, where shifts in the architecture of world perception, the convergence of polar elements can still be systematically outlined and presented in the modern paradigm of art education and contribute to the further effective work of advertisers.

The conducted experiment confirmed the effectiveness of the introduction of gender issues in the process of teaching design and advertising disciplines. It contributes to improving the quality and modernity of the learning process. In the experimental groups, the academic performance increased by an average of 9%, and a positive attitude towards the introduction of gender topics, in general, was 75% and 83% of the respondents. It suggests that students are interested in and positively evaluate the introduction of new educational components aimed at self-development and improvement of learning skills.

The practical significance of the research is to establish a positive impact on the overall performance of students, the introduction of courses with gender issues in the curriculum. It also contributes to the formation of modern democratic ethical and moral attitudes, activation of the social position of education applicants.

The problem of further research and implementation in educational practice of advanced methods and materials in the field of gender, strengthening the field of gender education, the study of the conditions for creating high-quality and gender-sensitive products at the current stage of advertising development remains open. It, in general, should contribute to the creation of a quality and effective product and devoid of negative influences.

Literature:

1. Bennett, K. (2007). "No Sissy Stuff": Towards a theory of masculinity and emotional expression in older widowed men. *Journal of Aging Studies*, 21(4), 347-356, Available at: https://doi.org/10.1016/j.jaging.2007.05.002
2. Cortese, A. (2004). *Provocateur: Images of Women and Minorities in Advertising*. New York, Oxford: Rowman & Littlefield, 181 p.
3. Crittenden, V., Crittenden, W., Ajjan, H. (2020). Women in sales in developing countries: The value of technology for social impact. *Business Horizons*, 63(5), 619-626. Available at: https://doi.org/10.1016/j.bushor.2020.04.005.
4. Findik, C., & Ozkan, S. (2013). A model for instructors' adoption of learning management systems: Empirical validation in higher education context. *Turkish Online Journal of Educational Technology*, *12*(2), 13–25. Available at: http://www.tojet.net
5. Ivanova, I. B. (2016). *Istoriya reklamy: movnostylistychnyy aspect*. Kharkiv: Vyd-vo Yurayt, 372 p. [in Ukrainian]
6. Ivanova, I., Mosenkis, I., & Strokal, O. (2020). Modern media pedagogy: Ways of forming public journalism in Ukraine. *Asia Life Sciences*, 22, 2, 357-370. Available at: https://www.scopus.com/authid/detail.uri?authorId=57218618822
7. Karpushyna, M., Bloshchynskyi, I., Nakonechna, A., & Skyba, K. (2019) Creating meaningful foreign language environment by means of content-based starters. *Universal Journal of Educational Research*, 7(12), 2710 – 2716. Available at: https://doi.org/10.13189/ujer.2019.071219
8. Kiki-Papadakis, K., Chaimala, F. (2016). The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Revista Romaneasca pentru Educatie Multidimensionala*, 8(2), 71–87. Available at: http://dx.doi.org/10.18662/rrem/2016.0802.06
9. Khalil, A., & Dhanesh, G. (2020). Gender stereotypes in television advertising in the Middle East: Time for marketers and advertisers to step up. *Business Horizons*, 63(5), 671-679. Available at: https://doi.org/10.1016/j.bushor.2020.05.004.
10. Ko, J., Sammons P., & Bakkum, L. (2013). Effective Teaching: a review of research and evidence. *CfBT Education Trust*. Retrieved from URL: Available at: http://cdn.cfbt.com/

~/media/cfbtcorporate/files/research/2013/reffective-teaching-2013.pdf

11. Lysytsia N., Byelikova Y., & Martynenko M. (2020). Gender specifics of emotional intelligence as a resource for successful HR-management. *Economics of Development*, 19(2), 33–43. Available at: https://doi.org/10.21511/ed.19(2).2020.04

12. May, A., McGarvey, M., Gustafson, Ch., & Mieno, T. (2021). Gender, environmental issues and policy: An examination of the views of male and female economists. *Ecological Economics*, 182. Available at: https://doi.org/ 10.1016/j.ecolecon.2020.106877

13. Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education*, 28(2), 121–133. Available at: https://doi.org/10.1080/01580370600751039

14. Naisbayeva, A., Massalimova, A., & Zholdubayeva, A. (2018). Modern Advertising Practice: Gender Images and Stereotypes Generation. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 10(2), 118–128 Available at: https://doi.org/10.21659/rupkatha.v10n2.12

15. Salgur, S. A. (2013). The importance of the teacher in intercultural education. *International Journal of Global Education,* 2(1), 1-5. Available at:
http://www.ijtase.net/ojs/index.php/ijge/article/view/244/312

16. Sim, M., & Pop, A. (2014). The impact of social media on vocabulary learning: Case study Facebook. *Annals of the University of Oradea. Economic Science Series,* 23(2), 120–130. Available at: https://ideas.repec.org/a/ora/journl/v2y2014i2p120-130.html

17. Sogorin, A. (2015). Gender issues in the modern social studies of advertising. *Ukrainian Socìum*, 3(54): 42–47. [in Ukrainian]. Available at: https://doi.org/10.15407/socium2015. 03.042

18. *Sociological Analysis of Advertisement* (2019). Available at: https://lg3088.wordpress.com/sociological–analysis–of–adver tisement/

19. Sun, Y., Lim, K., Jiang, Ch., Peng, J., & Chen, X. (2010). Do males and females think in the same way? An empirical investigation on the gender differences in Web advertising evaluation. *Computers in Human Behavior*, 26(6), 1614–1624. Available at: https://doi.org/10.1016/j.chb.2010.06.009.

20. Synorub, H., & Medynska, O. (2019). Development of information culture of students of humanitarian specialities. *Information Technologies and Learning Tools.* 2019, 72(4), 152–167. Available at: https:// doi.org/10.33407/itlt.v72i4.2922

21. World Economic Forum, Global Gender Gap Report (2019). Available at: http://www3.weforum.org/docs/WEF_GGGR_ 2020.pdf

22. Van Bui (2021). Gender language in modern advertising: An investigation, *Current Research in Behavioral Sciences*, 2, Available at: https://doi.org/10.1016/j.crbeha.2020.100008.

Primary Paper Section: A

Secondary Paper Section: AJ, AL