



Gender characteristics of adolescents' attitudes towards their parents

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The article presents the gender characteristics of the attitude of teenagers towards their parents in Armenia. The role and content of child-parent relations formulated by different psychological schools are discussed. The child-parent relationship is bipolar, where each of the poles, both parent and child, determines the origin and development of communication and cooperation between the child and parents, although of course the roles of the two participants in each undergo significant changes. The child's activity in the construction and development of parent-child relationships and determining their characteristics is quite high. There is virtually no social or psychological aspect of adolescent behavior that does not depend on their current or past family circumstances. The best relationships between teenagers and their parents usually develop when parents adhere to a democratic parenting style. This style promotes independence, activity, initiative and social responsibility.

The results of the study show that the attitude of adolescent boys towards their parents is more conflictual and tense, and the attitude of adolescent girls towards their parents is calm and compromising. The characteristics of their parents' parental attitude have an influence on the formation of attitudes towards parents of both sexes.

Keywords: adolescent, parent-child relationship, conflict relationship, parental attitude, family upbringing model, parenting styles, gender characteristics of attitude towards parents.

INTRODUCTION

The variability of the modern social space creates new perspectives in the realization of a person, while demanding a high level of activity from him. In order to achieve the social, professional, creative and other goals set before him, to be successful and sometimes just to survive, a modern person must be able to quickly adapt to the conditions of the social world, which is constantly in dynamics. As we know, adolescence is the transition from a child to an adult, and in this transitional period, the microenvironment in which the adolescent develops is of great importance, which in turn is the adolescent's family, which is also composed of parents. The family plays one of the defining roles in the formation of a child for a long time, but the role and significance of the family changes and has its own characteristics at each age stage. During adolescence, the relationship with parents goes to a qualitatively new stage. The peculiarity of "family-adolescent" relations is primarily due to the problems of the formation and awareness of the identity of the adolescent, radical changes in the motivation

field. Adolescents have several types of needs: autonomy, respect, self-determination, and affiliation. The influence of the family on the adolescent includes all aspects of his personality: affective, cognitive, behavioral. Thus, parents are of great importance in the development of personality and the formation of individual characteristics, especially in adolescence.

In the psychological literature, there are many works that study the types of parental attitudes towards the child in connection with their influence on the development of personality, character traits and behavior (I. Landgmeer, Z. Mareichik, T. Sokolova, etc.). However, during the studies of theoretical approaches and existing research on the topic, we did not find any major studies on this issue.

In the work, for the first time in the Armenian reality, the features of the formation of attitudes of teenagers towards their parents due to gender differences were studied. The content of the concept of "child-parent relationship" is not clearly defined in the psychological and pedagogical literature. First presented as the infrastructure of family relations, but unequal relations. Secondly, these relations are understood as mutual influence, active interaction between parent and child, in which socio-psychological patterns of interpersonal relations are clearly manifested (N.I. Buyanov, A.Y. Vaga, A.I. Chakharov, etc.). In foreign psychology, the characteristics of child-parent relations are traditionally studied psychoanalytically (Z. Freud, E. Erikson, E. Bern, etc.), behavioristic (J. Watson, D. Winnicott, B. Bandura) and humanistic (T. Gordon, K. Rogers) directions (Smirnova E.O., Bikova M.V. 2000). As we know parent-child relationship is one type of human relationship. But this relationship is different from all other types of interpersonal relationships. E.O. Smirnova, identifying the characteristics of child-parent relations, notes that first of all, they are characterized by a strong emotional significance for both the child and the parent. There is duality in the parent-child relationship, which is expressed, for example, on the one hand, the parent should take care of the child, on the other hand, to teach him to be independent (Gozman L. Ya. 1987).

Based on B.G. Based on the works of Ananiev, the child-parent relationship can be defined as a selective emotional and evaluative psychological connection of the child with each of the parents, expressed in experience, actions, reactions, depending on the age characteristics of the child. Thus, the analysis of the above-mentioned works makes it possible to identify the following characteristics of the child-parent relationship: emotional significance for the child and parents, duality and variability of the relationship depending on the age of the child, parents' instincts to take care of the child, parents' acceptance of responsibility for the child. The importance of the family is great in the construction of the child's personality and accordingly his life path. Parental attitudes, parenting positions and styles, types and models of family upbringing are used when considering parent-child relationships (Rice F. 2000).

Each parent has his own unique parenting style: he expresses love for the child, needs, makes demands to the child, controls them, allows their implementation. Consider the role and content of child-parent relations formulated by different psychological schools. It is characteristic of representatives of the ethological approach (K. Lorenz) to determine the source of the child's approximate development based on innate instincts or tendencies. They believe that a child is born with a set of genetically determined behaviors that are manifested under certain influence of external and internal factors. This approach shows that the attachment of parents to the child is determined by innate instincts.

In classical psychoanalytic theory, the main emphasis is placed on the role of early childhood experiences in the formation of adult personality. The nature of the relationship with the parents of 3-6 years old is of particular importance for the formation of the personality structure, the emergence of the superego.

The dominant psychosexual conflict of this stage, the Oedipus complex, consists of experiencing love, an unconscious desire to dominate the parent of the opposite sex, and the desire to eliminate the parent of the same sex. According to Freud, identification with the parent of the same sex leads to the overcoming of the complex, the formation of a more mature personality structure. Negative childhood experiences lead to infantilism, self-centeredness, and increased aggressiveness. Neo-Freudianism (E. Erikson, K. Horney, E. Fromm). Erikson viewed development in a broader system of social relations, emphasizing the role of the historical reality in which the child's "I" develops. According to Erikson, the transition from one stage of development to another is accompanied by developmental crises. In the parent-child relationship, there is a dual integration that combines caring for the child's needs with his or her sense of complete personal trust. The child establishes a necessary balance between the parents' demands and his own initiative (V. Satir, 2001).

According to Horney's individual socio-cultural theory, a child's primary need in childhood is the need for security. If this need is not met, for example, as a result of unstable behavior or over-care of the parents, the child develops aggressiveness, anxiety and hostility. Observing the parental attitude as the cornerstone of the child's development, E. Fromm presents a qualitative difference between the features of the mother's and father's attitude towards the child. These differences are most clearly seen in the following lines:

1. E. Fromm believed that maternal love is unconditional in its nature. a mother loves her child because it is her child. A father's love is conditional: the father loves because the child lives up to his expectations.
2. A mother's love is not subject to the child's control, it cannot be earned. either there is or there isn't. A mother's love must be sure and strong. A father's love is controllable, it can be earned, but it can also be lost. A father's love should be patient and forgiving (Smirnova E.O. 2000).

Behaviorist model of family upbringing. According to the ideas of R. Sears in the theory of social learning, all actions of the child are innate impulses aimed at mastering new experience, and the child's development is the result of learning. R. Sears emphasized the didactic principle of child development: the child adapts his behavior to the demands of his parents. From the point of view of the theory of social learning, the relationship between parents and children is determined by society, the effects of teaching are aimed at the acquisition of children's skills, and such communication is carried out on the basis of the "stimulus-reaction" scheme (E.G. Eidemiller, Yustitskiy V.V., 1998).

Humanistic model of family education. The main concept of the theory of K. Rogers of the phenomenological direction is the concept of the concept of "I", a concept that reflects how a person is aware of himself. The only way to create a positive image in a child is to show them positive unconditional attention. If a child is valued and loved simply for being who they are, the child begins to feel supported.

Observations have shown that the nature of the relationship between children and parents depends on the following factors:

- Parent's individual characteristics and behavioral patterns,
- Individual characteristics of children and their behavior patterns,
- Parents' psychological and pedagogical competence and educational level,
- The moral and emotional atmosphere of the family,
- Involvement of children in family life and problems.

These factors make it possible to distinguish groups of families according to the type of attitude of parents towards children: "favorable" and "unfavorable".

- ❖ Understanding. Parents know their child well, realistically assess the child and his actions, react appropriately and flexibly to different situations, accept the children's position and point of view, accept the child as he is. Parents are able to protect children in any situation.
- ❖ Sponsor. Parents know their children well, really appreciate them, adequately respond to their child's actions. However, when communicating with a child, they take the position of adults, do not engage in dialogue, they consider their point of view to be the only correct one.
- ❖ Indifferent. Parents know little about the child and do not seek to learn more, more often they think about external results and facts, rather than reasons and experiences. Their emotional attitude towards the child is poorly expressed, often such parents are busy solving their problems. However, their children are well-dressed and well-groomed.
- ❖ Overwhelming. Parents differ in a high degree of emotional rejection of the child, a large number of prohibitions, orders. Parents are sure that they know the child well, but they usually cannot predict his behavior in different situations. Relations are strained.
- ❖ Anxious. Parents of this group are characterized by anxiety. In fact, they know their children well, are sensitive to them, but are not sure of the correctness of their behavior, therefore sometimes they are cruel to the child. Relationships are volatile.
- ❖ Rejecters. Parents leave their children, do not want to delve into the child's problems, pay attention to him, notice the changes. The emotional attitude is not clearly expressed, the element of rejection prevails. The quality of the parent-child relationship depends on many factors and has a significant impact not only on the mental development of the child, but also on his behavior and attitude in communication (D.I. Feldstein, 1987).

Parents do not always take these changes seriously and conflicts can arise as a result. Adolescents perceive the actions of adults as disrespectful towards them. In such cases, the teenager becomes rude, intolerant, sometimes uncontrollable, resists any influence. However, a teenager's behavior does not always correspond to his true feelings. Often, the child regrets the quarrels with the parents, but does not find ways to restore contact with them. The change in internal position leads to the fact that it is no longer enough for the teenager to be a good student, to have a high achievement and to receive the approval of the teacher. It is very important for a teenager to have a reputation as a good friend, to enjoy the trust and respect of peers, to have close and permanent friends. One of the most important needs of adolescence is the need to be free from the control and tutelage of parents, as well as the rules and procedures established by them. Family conditions, including social status, occupation, financial status, and parents' educational level, greatly determine a child's life path. In addition to the conscious, purposeful upbringing that parents give to a teenager, the child is greatly influenced by the entire family atmosphere (Karabanova O. A. 2001). Let's not forget to mention that the educational level of the parents also plays a huge role. Adolescents whose parents have a high level of education are more likely to achieve high academic performance in school programs. The latter is preserved even in high grades, when children already have independent work skills and do not need direct help from parents (Volkov B. S. 2013). In addition to the educational level of parents, the fate of teenagers is greatly influenced by the composition of the family and the nature of relationships between its members. Unfavorable family conditions characterize the vast majority of so-called difficult youth. Adolescent personality is influenced by the style of interaction with parents, which is only partially determined by their social position. There are several psychological mechanisms through which parents influence their children.

- ❖ First, by reinforcing by encouraging correct and punishable behavior for breaking the rules set by adults, parents introduce a certain system of norms into the child's mind, the observance of which gradually becomes a habit for the child.
- ❖ Second, identification. The child imitates parents, focuses on their example, tries to become the same.
- ❖ Third, understand. Knowing the child's inner world and sensitively responding to his problems, parents form the child's self-awareness and communication skills.

We can present the emotional tone of the relationship between parents and children in the form of the following scale, on one pole of which are the closest, warmest relations, and on the other - distant, cold and hostile. In the first case, the main means of education are attention and encouragement, in the second - strictness and punishment. Numerous studies prove the advantages of the first approach. A child deprived of evidence of parental love is less likely to have high self-esteem, warm and familial relationships with other people, and a stable positive self-image. The unkindness or inattention of parents causes unconscious transference hostility in children. This hostility can be manifested both overtly and covertly. If this aggression is directed inward, it produces low self-esteem, guilt, anxiety, etc.

The best relationships between teenagers and their parents usually develop when parents adhere to a democratic parenting style. The horse style promotes the emergence and perpetuation of independence, activity, initiative and social responsibility. In the case of such a style of upbringing:

1. The parent always explains the reasons for his demands and encourages discussion by the adolescent,
2. Both obedience and independence are valued in a child,
3. The parent sets rules and firmly enforces them, but does not consider himself infallible,
4. The parent listens to the child's opinion, but does not proceed only from his wishes (Smirnova E.O., Bikova M.V. 2000).

An extreme type of attitude, either authoritarianism or liberalism, produces bad results. Children with an authoritarian style develop alienation from their parents, a feeling of insignificance and undesirability in the family. Parents' demands, if they seem unreasonable, cause either complaints and aggression, or ordinary apathy and passivity.

To understand the relationship between adolescents and their parents, it is necessary to know how the functions of this relationship change with age. In the eyes of the child, mother and father appear with "masks":

1. As a source of emotional warmth and support, without which the child feels defenseless and helpless,
2. As an authority, guide, administrator of punishments and incentives,
3. As a model, an example to be followed, wisdom and embodiment of the best human qualities,
4. As an elder friend and adviser, to whom everything could be trusted.

In the abstract, good parents know far more about their children than anyone else, even more than a teenager. But the changes that happen with teenagers often happen too quickly for parents. The child has grown up, changed, but the parent still sees him as a teenager a few years ago (Satyr V. 2001).

RESULT AND DISCUSSION:

Thus, the purpose of our work is to study the gender characteristics of teenagers' attitude towards their parents, to identify the manifestations of teenagers' attitude towards their parents, which are caused by both parents' attitude and certain gender differences of teenagers. teenage girls perceive relations with their parents as compromise, friendly, unlike teenage boys who are more conflict, there is tension in the attitude. We set the following tasks for the implementation of our studies:

1. To study the psychological scientific literature on the peculiarities of the formation of attitudes of adolescents towards their parents,
2. To identify the personal characteristics and characteristics of the parental relationship of the investigated adolescent boys and girls,
3. To identify the characteristics of parental attitudes of parents of adolescent boys and girls.
4. To present the analysis of theoretical and experimental research results and scientific conclusions.

To achieve our goal, we used the following methods:

1. Y. Varga, V. V. Stolin "Parental Attitude Questionnaire" (Arbatskaya E. S. Dichina N. Yu., 2017)
2. S.S. Shafer "Parent-adolescent relationship styles" research methodology (Ratanova T.A., Shlyakhta N.F. 2000)
3. L. R. Goldberg "Big Five" or 5-factor model of personality. (Khromov A. B. 2000)

We carried out the research in a face-to-face version in Yerevan St. 50 male and 50 female students of the 10th grade of Khanzadyan High School No. 184, as well as Yerevan St. with the parents of the above-mentioned 100 students of the 10th grade of Khanzadyan High School No. 184.

According to the purpose and hypothesis of the research, we made three groups:

1. Main group: No. after S. Khanzadyan of Yerevan. 184 high school 10th grade male students,
2. Main group, named after S. Khanzadyan, Yerevan. 184 high school 10th grade female students,
3. Checking group: Yerevan S. Parents / mothers / and parents / mothers / of female students of the 10th grade high school No. 184 named after Khanzadyan.

Data were processed with Microsoft Excel and presented in tables. Below we will present the analysis of the data obtained as a result of the methods used during the research, which will allow us to find out the reliability of the hypothesis put forward by us.

Shafer S.S. as a result of the processing of the data obtained using the methodology for studying "Parent-adolescent relationship styles", it becomes clear that Yerevan S. No. 184 after Khanzadyan among 50 boys in 10th grade of schools, 60% of the first component: the level of positive interest is low, 16% has an average level, and 24% has a high level, the second component - directiveness is low in 78% level, 16% medium level and 6% high level. The third component, hostility, has a low level in 68%, a medium level in 14%, and a high level in 18%. According to the results of the autonomy scale, 62% had a low level, 38% had an average level, and none had a high level. Regarding immediacy, 64% expressed it at a low level, 22% at an average level and 14% at a high level.

Shafer S.S. "Parent-adolescent relationship styles" study methodology was also used by Shafer S.S. at Yerevan. No. 184 school after Khanzadyan with 50 adolescent girls in 10th grade from. According to the data obtained from the methodology, 46% of girls have a low level of positive interest, 24% have an average level, and 30% have a high level. The second component, directiveness, was low in 36%, medium in 18%, and high in 46%. The third component, hostility, was low in 72%, moderate in 14%, and high in 14%. Turning to the results of autonomy, it becomes clear that 52% have a low level of autonomy, 30% have an average level, and 18% have a high level of autonomy, and finally the fifth component, directness, has a low level of 34%. About 44% it is expressed at an average level, and about 22% at a high level.

From the analysis of the data obtained from the Goldberg L.R. "Big Five" or 5-factor personality model methodology, it becomes clear that Yerevan N 184 school after Khanzadyan The following results were obtained among 50 adolescent boys in 10th grade of:

- 86% have a medium level of propensity to novelty, 14% have a low level.
- Consciousness factor is low in 14%, medium in 3% and high in 83%.
- Extraversion is expressed at a low level in 71%, medium in 28% and high in 1%.
- Tolerance is low in about 25%, medium in about 75%,
- Neuroticism is low in 50%, moderate in 46% and high in 4%.

From the analysis of the data obtained from the Goldberg L.R. "Big Five" or 5-factor personality model methodology, it becomes clear that Yerevan N 184 school after Khanzadyan The following results were obtained among 50 girls of the 10th grade of:

- The propensity factor towards novelty is expressed at a low level in 54%, at an average level in 95%, at a high level in 0%,
- Consciousness factor is low level in 10%, medium in 90% and high level in 0%.
- Extraversion is low in 80%, medium in 15% and high in 5%.
- Tolerance is low in 20%, moderate in 74%, and high in 6%.
- Neuroticism is low in 65%, moderate in 35%, and severe in 0%.

According to the data of A. Y. Varga, V. V. Stolin obtained from the parental attitude questionnaire, Yerevan N. 184 school after Khanzadyan among the mothers of 50 girls in 10th grade, 90% of the child's acceptance or rejection component is at an average level, and 10% is at a low level, the next component - cooperation or collaboration is at an average level at 92%, and 8% - at a low level, the "symbiosis" or combination component is high at about 40%, and at a medium level at 60%, referring to the next component, control is at a high level at about 20%, and at 80%. near average level, and the last component - the attitude towards the child's failures about 6% average level, and about 94% low.

A. Y. Varga, V. V. Stolin "Parental Attitude Questionnaire" methodology was also implemented in Yerevan N 184 school after Khanzadyan with the mothers of 50 boys in 10th grade, according to the results of the study, the acceptance or rejection component was at a medium level for 64%, a low level for 36%, a cooperation or collaboration component for 86% of a low level, and 14 % mother's low level, "symbiosis" or combination of data from the scale about 30% high, about 70% medium, control about 6 high, 82% about medium, and 12% , the last component, the attitude towards the child's failures, was at a medium level at 12% and at a low level at 88%.

Thus, summarizing the results of the obtained data according to S.S. Shafer "Parent-adolescent relationship styles" of the data obtained from the methodology of studying 50 male adolescents, a low level of positive interest, directiveness, directness and autonomy prevails among 50 female adolescents, and a relatively higher level among 50 female adolescents. expressed positive interest, directiveness, autonomy and impartiality. According to the data obtained from the hostility scale, it is expressed at a higher level in boys than in girls.

Summarizing L.R. Data obtained from the Goldberg "Big Five" or 5-factor model of personality methodology, we can conclude that among 50 teenage boys, the factor of propensity towards novelty is at a lower level than that of girls, in the case of the level of consciousness, the boy's level prevails, in the case of extraversion, the extraversion of the girls is relatively lower than the level of boys, tolerance is medium in boys and girls, and the level of neuroticism is low in both boys and girls. Summarizing A.Y. Varga, V.V. Stolin From the parental attitude questionnaire, we can conclude that parents have a medium level of child acceptance or

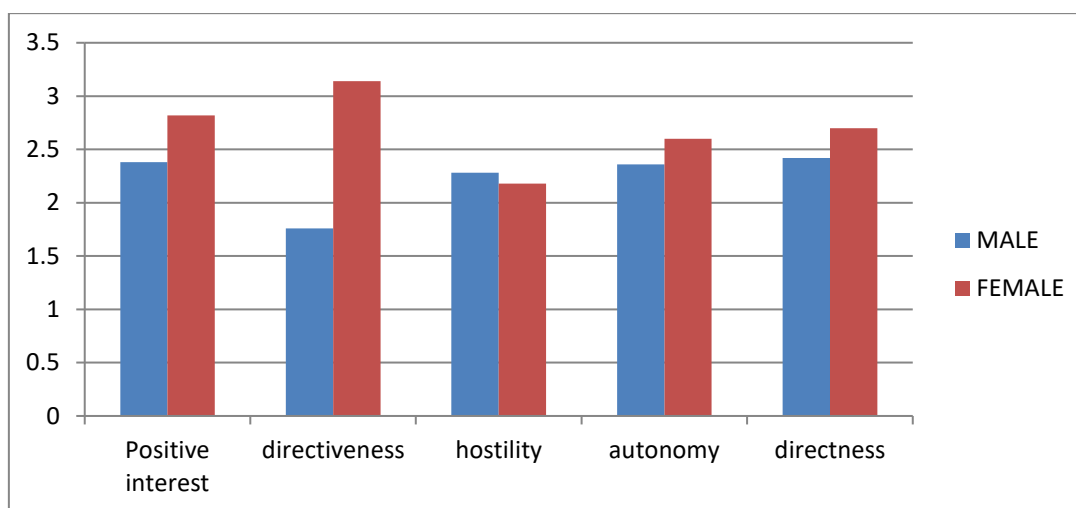
rejection, cooperation or cooperation symbiosis, control factors, and the attitude towards the child's failure factor is at a low level.

In order to prove the reliability of the hypothesis we are studying, it is necessary to carry out a comparative analysis of the applied methods, which will allow us to identify the gender characteristics of the formation of parental attitudes of adolescents, as well as the influence of certain personal characteristics on the characteristics of the formation of parental attitudes.

According to the average mathematical statistical data of S.S. Schafer, the results obtained from the method of studying "Parent-adolescent relationship styles" boys have a lower level of positive interest in their parents than girls, which means that girls need their mother's help more often and mostly accept the mother's point of view, agree with the latter than boys, they strive to become stronger, mature and independent. According to the obtained data, the directiveness trait is higher in girls than in boys, which means that mothers are more demanding towards girls, they can easily express their opinion, ignoring the opinion of girls, and vice versa in the case of boys. Turning to the next scale, the scale of hostility, we can notice that, based on the data of the above-mentioned scales, the scale of hostility among girls is somewhat less expressed than that of boys, boys are more aggressive, and interpersonal relations are more conflictual than in the case of girls. At the same time, the average statistical data of the girls' autonomy scale is higher than that of the boys, according to the data presented in the methodology, the mother is not too strict with the girls, the mother evaluates the girl as a humble being, in contrast to the boys, the mothers try to show their strength and power to the boys. Based on the average statistical results of the last scale, the directness scale of girls is higher than that of boys, which proves that girls have more developed communication skills than boys, and also teenagers can notice the inconsistency, tactfulness, and dominance of humility in their mother's upbringing (see figure 1).

S.S. Shafer "Parent-adolescent relationship styles" comparative indicators of average statistical data of adolescent boys and girls

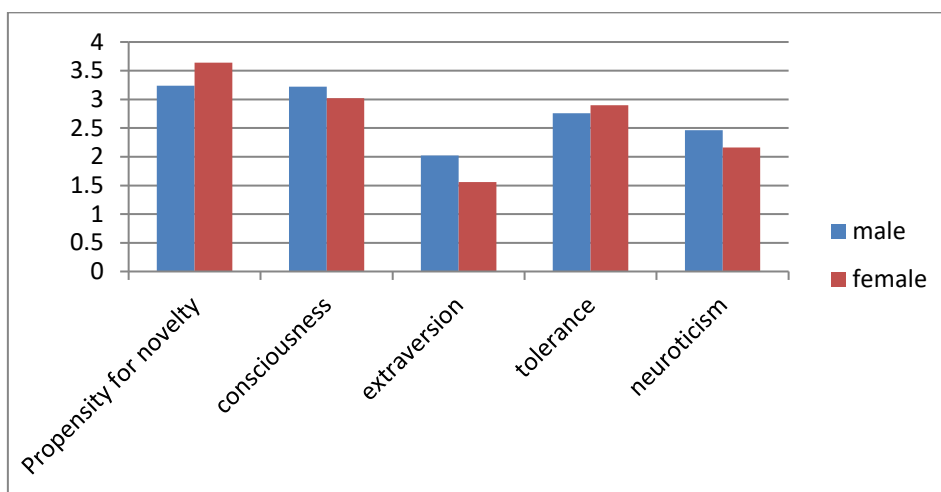
Positive interest, directiveness, hostility, autonomy, directness



L.R. According to the average statistics of Goldberg's "Big Five" or 5-factor model of personality, the novelty factor of girls is at a higher level than that of boys, which implies such characteristics as a wider range of interests, a desire to try unusual ideas. On the other hand, those with lower scores tend to show direct behavior, are more conservative, tend to live everyday life. The next factor is the conscientiousness factor, according to the average statistical data received, the conscientiousness factor is at a higher level in a certain

way, and boys and girls tend to be more disciplined, responsible and planned. According to the extraversion factor, girls have a lower level of extroversion than boys, which suggests that boys have a reserve of energy, and the opposite factor, introversion, indicates that they need to stay with themselves in order not to lose excess energy. According to the average statistical data of tolerance, girls are more inclined to mutual agreement than boys, which indicates that they are more helpful, kind, attentive to the environment, sensitive and agree their interests with the environment, in the other case, self-centeredness is shown. Turning to the last factor, neuroticism, it is noticed that boys are more nervous, they tend to show anger, anxiety and negative emotions, otherwise girls accept criticism more calmly, are balanced (see figure 2).

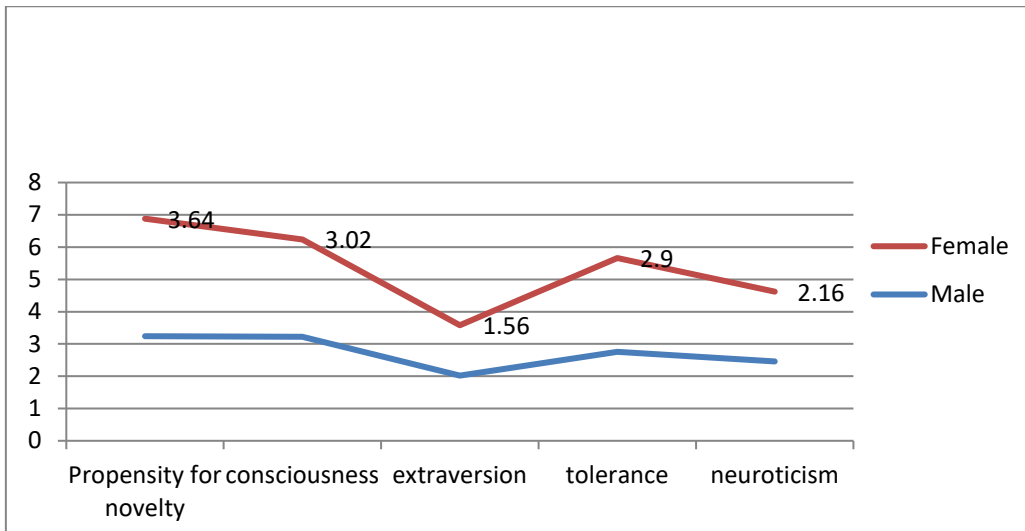
L.R. Goldberg "Big Five" or 5-Factor Model of Personality Average Data Indicators by Boys and Girls



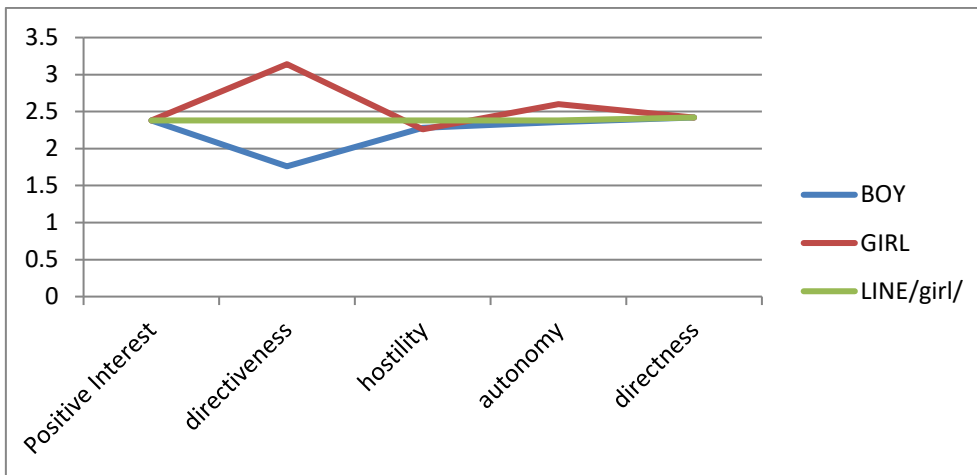
Propensity for novelty, conscientiousness, extraversion, tolerance, neuroticism

According to the above-mentioned S.S. Shafer "Parent-adolescent relationship styles" research methodology and L.R. According to the average statistical data of the Goldberg "Big Five" or 5-factor model of personality, we can make a general psychological analysis, according to which adolescent girls have a high positive interest and are also more open to new experiences than boys, and the scale of hostility in females is more is lower than that of boys, which we can associate with boys' higher levels of nervousness and being more conservative, and finally girls are more agreeable, which again we can associate with lower levels of hostility and nervousness, so we can see below, that S.S. Shafer from the methodology studying "Parent-adolescent relationship styles" and L.R. The average statistical data of the Goldberg "Big Five" or 5-factor model of personality are directly comparable to each other (see figure 3,4).

L.R. Goldberg "Big Five" or 5 Personality Factor Averages of Model Boys and Girls

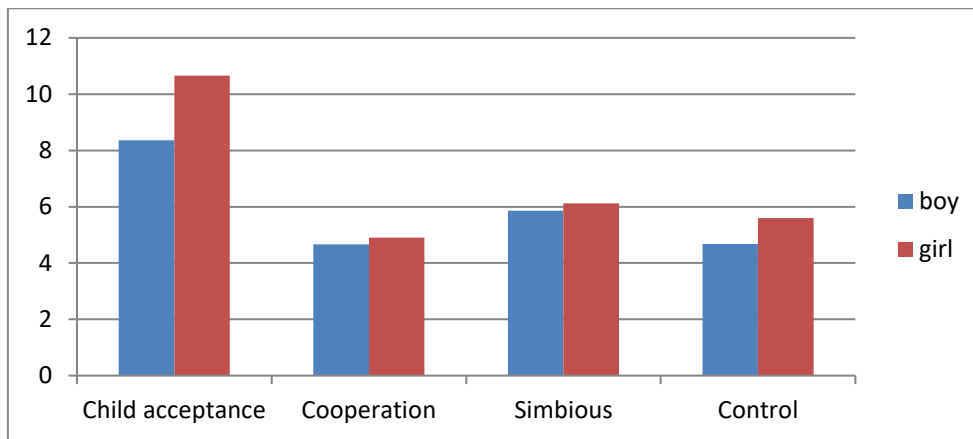


S.S. Shafer "Parent-adolescent relationship styles" average statistical indicators of boys and girls



Now let's look at the data obtained from A. Y. Varga, V. V. Stolin "Parental Attitude Questionnaire" methodology. On average, parents of adolescent boys have a lower level of acceptance or rejection than parents of girls, meaning that girls are more positively viewed than boys. Based on these indicators, we can say that girls' positive interest and level of directness can contribute to the emergence of such an indicator. The next component is the cooperation or cooperation component, according to which the level of cooperation of the parents of boys is lower than that of girls, which indicates that the parents of girls value more the abilities and independence of the child, from which the higher level of autonomy of girls derives. The third component is symbiosis or combination, according to which the average statistical data of parents of girls is higher than that of parents of boys, from which it can be concluded that the parent always tries to be close to the child, to meet his needs. From the data of the Parental Attitudes Questionnaire, the control component is higher in parents of girls than boys, according to which the adult demands obedience and adherence to rules, therefore girls are more obedient and compromising than boys. The last component, the attitude towards the child's failures, is at a low level for both girls and boys, parents consider the child's failures to be accidental and believe him (see figure 5).

A. Y. Varga, V. V. Stolin Average statistical index of the data obtained from the "Parental Attitude Questionnaire" methodology



Thus, summarizing the results of the research work, we can note that adolescent boys are more autonomous, put forward their opinion, and girls easily accept the mother's point of view, due to their consensus and directness, relations with boys are more conflictual, therefore similar relations cause parents of adolescent boys have lower child acceptance or rejection factors than parents of adolescent girls. Thus, based on the results of the obtained data, we can say that the proposed hypothesis has been confirmed and there are certain gender differences in the processes of perception of parental attitudes among adolescent boys and adolescent girls. teenage girls perceive the relationship with their parents as calmer, compromising, friendly, in contrast to teenage boys - more conflictual, tense.

By performing a correlation analysis using the Pearson formula, between the personal characteristics of teenagers and the factors of attitude towards the parent, we had the following results.

- Correlation between adolescent boys' personal characteristics and attitude towards parents is $p \leq 0.5$ ($K = -0.15$) significance, which means that adolescent boys' personal characteristics and attitude towards parents have a strong negative relationship.
- The correlation between adolescent boys' parenting attitudes and adolescent boys' parents' parental attitudes is $p \leq 0.5$ ($K = 0.016$) by significance, which means that the correlation between adolescent boys' parental attitudes and adolescent boys' parental attitudes is weakly positive.

Thus, taking as a basis the adolescent boy researched L.R. Data from the Goldberg "Big Five" or 5-factor model of personality, boys' relatively low levels of novelty-seeking, relatively high levels of conscientiousness, relatively high levels of extraversion, and relatively high levels of hostility and neuroticism indicate that adolescents' parental attitudes and there is a direct negative relationship between gender specificity, which means that the attitude of the teenager towards the parent is due to gender differences, because teenage boys tend to have conflict relationships, and the attitude is strained.

Let's present the results of teenage girls.

- Correlation between adolescent girls' personal characteristics and attitude towards their parents is $p \leq 0.5$ ($K = 0.09$), which means a weak positive correlation.
- Correlation between adolescent girls' attitude towards parents and adolescent boys' parents' attitude towards parenting is significant at $p \leq 0.5$ ($K = 0.017$), indicating a weak positive correlation.

Thus, the characteristics of adolescent girls' attitude toward their parents are determined by the adolescent's personal characteristics, based on the above-mentioned data, as well as L.R. From the Goldberg "Big Five" or 5-factor model of personality, we can note that girls have higher levels of novelty sensitivity, relatively low levels of conscientiousness and extraversion, high levels of tolerance, and lower levels of neuroticism and hostility, which is why There is a weak positive relationship between the gender characteristics of the female adolescent

subjects and the attitude towards the parent. Thus, we can say that teenage girls are more calm and compromise with their parents.

Based on the comparative analysis of the parental attitude of the parents of the teenagers and the attitude of the teenager towards the parent in the teenagers of both sexes, we can notice that in both cases the parental attitude has an influence on the formation of the attitude towards the parent, but due to the gender characteristics of the teenagers, we have certain gender differences.

The scientific novelty of the research.

In the work, for the first time in the Armenian reality, the features of the formation of attitudes of teenagers towards their parents due to gender differences were studied. It was found that adolescent boys' attitudes towards their parents are more conflictual and tense, while adolescent girls' attitudes towards their parents are calm and compromising. The characteristics of their parents' parental attitudes have an influence on the formation of the attitude towards the parent of both sexes.

CONCLUSION:

Summarizing the results of the research examining the gender characteristics of adolescents' attitudes towards their parents, it can be concluded that the study of the psychological scientific literature on the gender characteristics of adolescents revealed that gender differences are associated with different degrees of genetic conditioning of male and female traits. Men and women differ in bilateral electrocutaneous activity, in relation to different forms of asymmetry of the brain hemispheres, in different ways of expressing emotions. Therefore, there are behavioral, biological, and social differences. From the analysis of the psychological scientific literature on the peculiarities of the formation of parental attitudes of adolescents, it became clear that relations with adults during adolescence are complex and at first glance contradictory. On the one hand, most teenagers are very attached to their parents and often teachers, on the other hand, they demand greater independence, expand their rights and defend their "adulthood". Parents do not always take these changes seriously and conflicts can arise as a result.

Thus, based on the results of the obtained data, we can say that the proposed hypothesis has been confirmed and there are certain gender differences in the processes of perception of parental attitudes among adolescent boys and adolescent girls. There is a strong negative relationship between adolescent boys' attitudes toward their parents and gender characteristics, which indicates that adolescent boys perceive their relationship with their parents to be more conflictual and tense, while adolescent girls' attitudes toward their parents and gender characteristics are weakly positively correlated. girls perceive relations with their parents as calmer, compromising, friendly, in contrast to adolescent boys, more conflictual, tense. And the correlation between teenagers' attitude towards their parents and their parents' parental attitude (weakly positive) proves that the parental attitude among teenagers of both sexes has an influence on the formation of the teenager's attitude towards their parents, but based on the correlation between boys' gender characteristics and their attitude towards their parents (strong negative) and girls (weakly positive) connection, we can say that the differences lie in gender characteristics.

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