

## THE IMPACT OF GENDER RELATIONS BETWEEN PARENTS ON PSYCHOLOGICAL TRANSFORMATION OF CHILDREN



<https://doi.org/10.24412/2181-1784-2026-20-627-631>

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**Abstract:** This article analyzes the influence of gender relations between parents on the psychological transformation of children. Forms of relationship between father and mother, distribution of roles, manifestations of emotional communication and priority reflect their results in the mental, emotional, and social development of the child. A number of studies provide theoretical and practical evidence of the positive and negative forms of different views of parents on gender and their long-term psychological consequences. As a result, based on psychological and social research, it is emphasized that a balanced and supportive environment, built on the basis of mutual respect between representatives of the opposite sex, is the main factor in ensuring the mental health and emotional stability of children.

**Keywords:** family environment, child psychology, gender relations, psychological transformation.

**Annotatsiya.** Ushbu maqolada ota-onalar o’rtasidagi gender munosabatlarining farzandlar psixologik transformatsiyasiga ta’siri tahlil qilinadi. Ota va ona o’rtasidagi munosabat shakllari, rollarning taqsimlanishi, hissiy muloqot va ustuvorlik ko’rinishlari bolaning aqliy, hissiy va ijtimoiy rivojlanishida o’z natijalarini aks ettiradi. Qator tadqiqotlar ota-onalarning gender borasidagi turlicha qarashlarining ijobiylar va salbiy formalari va ularning uzoq muddatli psixologik oqibatlari haqida nazariy va amaliy isbotlarni keltiradilar. Natijada, psixologik va sotsiologik izlanishlarga tayangan holda qarshi jins vakillarining o’zaro hurmati asosiga qurilgan, muvozanatli va qo’llab-quvvatlash ruhiga ega muhit bolalarning ruhan sog’lom tarbiyalanishi va hissiy barqarorligi ta’minlanishining asosiy omili sifatida ta’kidlanadi.

**Kalit so’zlar:** oilaviy muhit, bola psixologiyasi, gender munosabatlari, psixologik transformatsiya.

**Аннотация:** В данной статье анализируется влияние гендерных отношений между родителями на психологическую трансформацию детей. Формы отношений между отцом и матерью, распределение ролей, проявления эмоционального общения и приоритета отражают их результаты в психическом, эмоциональном и социальном развитии ребенка. Ряд исследований предоставляет теоретические и практические доказательства положительных и отрицательных форм различных взглядов родителей на гендер и их долгосрочных психологических последствий. В результате, на основе психологических и социологических исследований подчеркивается, что сбалансированная и поддерживающая среда, построенная на взаимном уважении между представителями противоположного пола, является основным фактором обеспечения психического здоровья и эмоциональной устойчивости детей.

**Ключевые слова:** Семейная среда, детская психология, гендерные отношения, психологическая трансформация

Parents' early connection lays a solid foundation for a child's lifelong emotional and social well-being. When parents provide sensitive, consistent, and nurturing care, they develop a strong bond - an emotional connection that helps children feel safe, loved, and valued. This reliable attachment is crucial for healthy brain development, especially in areas responsible for emotional regulation, problem-solving, and social skills[1]. A child's psychological development within the family is a gradual, ongoing process in which parents play the main role. Through everyday interactions, emotional bonds, and the organization of the child's environment, caregivers influence the formation of personality, emotional control, thinking skills, and social behavior. This process goes beyond simple behavior training; involving the deep internal adoption of parental beliefs, values, and emotional patterns, which ultimately shapes the child's self-identity and overall psychological health.

As a child gains the foundational knowledge of the world, his or her approach toward gender equality and relations is shaped in a family even before starting school. In the process parents' beliefs, global and traditional views and the level of education come to the main stage. Parents may have specific requirements and rules for their sons and daughters, of encouraging boys to pursue careers in the STEM field and girls to focus on starting a family and developing relationships. Gender household chores have been accepted so deep by the humanity, they seem just typical, for example, girls are responsible for cooking and cleaning, while boys perform yardwork and repair work. Children treat their siblings who do not conform to gender norms, like boys who love dolls or girls who prefer sports, as if they were a person who violated the rules and did not satisfy the requirements of society[2]. Often, these expectations are never openly stated, yet they are deeply felt and quietly passed down within families. Many parents, without realizing it, follow these unwritten rules that subtly divide roles and responsibilities according to gender.

Research indicates that both the parent's and the child's gender influence how gender-related beliefs are transmitted across generations, though findings on these dynamics are mixed. For example, Fagot and Hagan[4], studying 346 infants, toddlers, and five-year-olds with their parents, found that fathers were more likely to discuss gender roles with sons than with daughters, and that fathers holding traditional views were more likely to promote conventional gender-typed behavior in their children. Similarly, Kulik's (2002) study [5] of 134 Israeli families with adolescents showed stronger ideological alignment between fathers and sons than between fathers and daughters. In contrast, Lindberg, Hyde, and Hirsch (2008) [6] reported that while egalitarian mothers offered comparable levels of math homework assistance to both sons and daughters, highly educated mothers with

more traditional attitudes tended to provide greater instructional support to sons than to daughters.

In contemporary family studies, parents are often confronted with two contrasting yet interconnected approaches to shaping children's understanding of gender relations. On the one hand, parents may transmit beliefs about gender implicitly through their everyday behavior, roles, and interactions within the household. On the other hand, they may consciously adopt and communicate a specific gender ideology, deliberately guiding a child's perceptions of masculinity, femininity, and equality through explicit values and explanations.

### **1.1. In the process of modeling gender relations through parental behaviour:**

*- children learn gender norms primarily by observing parental behaviour rather than through verbal instruction[7][8].* Repeated exposure to gendered behaviors leads children to internalize these behaviors as “normal” or expected. If a child consistently sees both parents cooking, cleaning, and making financial decisions together, the child is more likely to view domestic and professional responsibilities as gender-neutral.

*- behavioural modeling occurs constantly and does not require formal teaching [9][10].* In the process, daily routines - such as who works outside the home, who provides care, and who participates in decision-making - function as ongoing lessons about gender roles.

*- children trust observed behavior more than verbal messages[11].* When parental actions consistently reflect cooperation and fairness, children perceive these values as genuine rather than imposed. When a mother working full-time while a father manages household tasks demonstrates that authority and responsibility are not gender-bound.

### **1.2. Limitations appearing in the process of modeling gender relations through parental behaviour:**

*- parents may unconsciously transmit traditional gender roles[12].* Cultural norms and habits often shape behavior, even among parents who consciously support equality.

*- observed roles may be interpreted as natural or biologically fixed.* Without explanation, children may not recognize that gender roles are socially constructed.

*- modeling alone may not prepare children for diverse gender norms outside the home.* When children encounter alternative gender representations through school, media, and peers, which may conflict with family models.

### **2.1. In the process of teaching an explicit gender ideology, the effects appear as:**

- *explicit teaching, which allows children to question stereotypes.* When parents explain gender roles as socially constructed, children learn analytical rather than imitative thinking[13].

- *explicit statements reducing ambiguity and help children understand expectations about respect and fairness.* Explicit statements reduce ambiguity and help children understand expectations about respect and fairness.

- *parents addressing new developments in gender identity, media, and work culture through dialogue.* Discussing gender stereotypes in news that inform globally how the process is going, helps children develop worldwide literature of gender relations[14].

## **2.2. Limitations of teaching an explicit gender ideology:**

- *ideological explanations may be cognitively demanding.* Because young children rely on concrete examples rather than abstract systems. Explaining equality without modeling it may confuse younger children[15].

- *children distrust ideology that contradicts behavior.* If parents teach the concept of gender equality and relations to their children, but not apply them into their own life, these inconsistent chain of actions undermine their verbal message.

- *ideological teachings may clash with community norms.* Contradictory messages from peers or culture can create tension or isolation. A child taught gender equality may feel challenged in a traditional community[16].

These approaches represent different mechanisms of socialization - one rooted in observation and practice, the other in ideology and intentional instruction. Examining both perspectives is essential for understanding how gender-related attitudes are formed, reinforced, or challenged within the family environment.

|                    | <b>Modeling gender relations through parental behaviour</b> | <b>Teaching an explicit gender ideology</b>             |
|--------------------|---|---|
| <b>Strengths</b>   | <i>High impact through observation</i>                      | <i>Encourages critical thinking</i>                     |
|                    | <i>Natural and continuous socialization</i>                 | <i>Clear value transmission</i>                         |
|                    | <i>Credibility and authenticity</i>                         | <i>Greater flexibility and awareness</i>                |
| <b>Limitations</b> | <i>Risk of unintentional reinforcement of stereotypes</i>   | <i>Weaker influence without behavioural consistency</i> |
|                    | <i>Lack of critical reflection</i>                          | <i>Abstract nature for younger children</i>             |
|                    | <i>Limited adaptability to social change</i>                | <i>Potential for resistance or confusion</i>            |

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