

# **The Peculiarities of Gifted Teenagers' Self-Attitude Level on Relationships in Their Families**

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Theoretical approaches to self-attitude and types of relationships in families have been outlined in the article. The influence of different types of relationships in families on self-attitude of gifted adolescents has been analyzed.

The problem of forming gifted child's self-attitude in the context of family relationships requires further research. Therefore, the aim of this article is to examine the impact of family relationships on students' self-awareness, in particular, on gifted children's self-attitude. In this paper, the following tasks are set: to outline theoretical approaches to the study of self-attitude and types of relationships in families, to empirically investigate self-attitude of gifted adolescents and relationships with their families, and to analyze the data.

Adolescence is a key period in personality's emotional sphere formation. Moreover, it is crucial for the development of self-awareness and self-regulation. During this period, a previous relationship of the child with the world and themselves gets rebuilt; self-awareness and self-determination processes are developed.

Talented teenagers often set out high requirements to themselves, experience high expectations from parents, teachers, and deal with peers' misunderstanding. These factors impede the flow of adolescence in gifted children, influencing personality characteristics, self-attitude and self-determination.

The analysis shows that self-attitude of gifted adolescents is unstable with a tendency to negative. This fact is alarming as it creates a barrier on the way to personality's harmonious development.

A teenager learns values, parameters and self-evaluations, rules assessed by parents and begins to evaluate himself in the same way.

The study showed the presence of the host, the prevailing attitude on the part of parents of gifted adolescents, forms a positive type of self-attitude, and favorably combines critical consideration of external evaluations and our own experience. Positive “I-image” makes a teenager more accessible for educational influence of parents, including their critical remarks, which in this case are not perceived as a humiliation of his personality and limitations of his independence.

The formation of self-attitude becomes possible after a child absorbs the certain parameters related to it. The type of self-attitude is formed in a child-parent relationship and depends on the characteristics of the parents’ educational process.

**Key words:** self-attitude, genius, teens, family relationships.