



STUDY OF THE PHENOMENON OF MOTHERHOOD WITHIN THE FRAMEWORK OF BEHAVIORIST RESEARCH

Abduvokhobova A. O.

Tashkent University of Humanities

3rd Year of Philology and Language Teaching (English)

Raimdjanov M. T.

Scientific Advisor: Head of the Department of “Pedagogy and Languages” of Tashkent University of the Humanities, PhD.

Abstract

This article analyzes in detail behavioral studies of the phenomenon of motherhood. It explains on a scientific basis the psychological and social factors that determine the processes of formation, development and manifestation of motherhood. In particular, within the framework of the behavioral approach, the relationship of the mother's behavior with the stimuli of the external environment, its motivational, emotional and behavioral mechanisms in raising children are deeply analyzed. In addition, the article discusses social and biological factors that have a negative impact on motherhood.

Keywords. Women, motherhood, child, personality, understanding.

Introduction

Аннотация

В данной статье подробно проанализированы бихевиористические исследования явления материнства. В ней на научной основе объясняются психологические и социальные факторы, определяющие процессы формирования, развития и проявления материнства. В частности, в рамках бихевиористического подхода глубоко проанализирована связь поведения матери со стимулами внешней среды, ее мотивационные, эмоциональные и поведенческие механизмы в воспитании детей. Кроме того, в статье обсуждаются социальные и биологические факторы, оказывающие негативное влияние на материнство.



Ключевые слова: женщин, материнства, ребенка, личности, понимание.

Introduction

It is not enough to limit oneself to one approach in studying the phenomenon of motherhood. Because this phenomenon is formed by psychological, social and biological factors that are inextricably linked. Social factors include family conflicts, socio-economic problems, lack of an adequate social support system, gender inequalities and stereotypes existing in society. Biological factors are explained by physiological changes occurring during pregnancy, hormonal imbalance, psychosomatic conditions, postpartum depression and stress processes. Therefore, studying the phenomenon of motherhood based on a comprehensive approach is of great scientific and practical importance for its more complete understanding and the development of effective methodologies in applied psychology.

Purpose and justification. Within the framework of the behaviorist approach, in particular from the point of view of social learning theory, the relationship between mother and child is explained based on the traditional principles of "stimulus-response" (S-R). According to this theory, the child's behavior is formed in response to stimulating influences from the external environment, and the mother acts as the main socializing agent in this process. Stimulating and reactive behaviors continuously change in the process of mutual education, directly affecting the child's subsequent emotional and social development.

According to researchers, the existing forms of interaction between mother and child are often biologically determined, in which instinctive reactions, hormonal mechanisms and innate reflexes play an important role. At the same time, within the framework of the behaviorist approach, the individual developmental characteristics of these relationships are often not sufficiently taken into account. This limits the possibilities of analyzing maternal behavior in a personal, cultural and social context.

As a result, explaining mother-child relationships solely on the basis of the "stimulus-response" model leads to a number of scientific limitations. In order to develop this approach, modern research emphasizes the need to explain the phenomenon of motherhood in a more comprehensive way, adding cognitive, sociocultural and psychodynamic factors to it.



Description and solution of the scientific problem. One of the scientists who directly studied the problem of motherhood, that is, the relationship between parents and children, is R. Sears.

R. Sears put forward the principle of a dyadic approach to the study of child development, that is, he proposed to understand the development of a child in connection with the actions of the person raising him, primarily the mother. According to the scientist, child development occurs in three stages:

Stage 1 (from 4 to 12 months):

At this stage, any need of the child is manifested as a specific source of education. In this, the love and care coming from the mother or a person who replaces her comes to the fore as the main force. The child shapes his behavior in such a way that the mother's frequent affection and attention are of central importance. It is through the satisfaction of this need that the child's psychological dependence on the mother is formed.

Stage 2 (from 2.5 to 6–7 years old):

During this period, the mother still remains the main source in shaping the child's behavior. At the same time, the child's social environment begins to expand, as a result of which changes occur in the relationship with the mother. The child experiences a sense of competition for the mother's attention, which is combined with the need for independence.

Stage 3 (from 7 to 17–18 years old):

During this stage, dependence on the mother gradually decreases. Peers, teachers, and other representatives of the social environment become the child's main objects of social contact, and they become the main source of support.

In conclusion, a child's development and formation as a person is a product of educational and social experience, which changes depending on the child's age and interactions with the environment. Another important representative of the social science theory that deals with the issue of relationships between parents and children is J. Gerwitz. He paid special attention to the love relationship between mother and child. If R. Sears sees the presence of a supportive person as a key factor in the development of a child, J. Gerwitz also considers the conditions under which this supportive relationship is formed and implemented as an important factor.



One of the unique aspects of the author's approach is that he pays special attention to studying the process of forming a bond not only on the part of the child, but also on the part of the mother. According to J. Gerwitz, the child serves as an endless source of positive and negative emotions for adults, especially parents, and this situation creates additional psychological activity in them. For example, the crying of a child is perceived by parents as a signal that indicates his needs. Through this, the child has the opportunity to control his various behaviors and influence the behavior of adults.

Behaviorists also paid special attention to analyzing the structure of the family and other social institutions in the process of a child's development and personality formation. Within this approach, the research of U. Bronfenbrenner plays an important role. His research is devoted to studying the complex, multi-layered structure of the environment surrounding the child, and he explains the development of the individual not only in terms of individual psychological factors, but also in terms of interactions in the social and cultural context.

U. Bronfenbrenner emphasizes the presence of many factors in the process of a child's socialization. However, he believes that the main and decisive role among them belongs to the family. The social status of family members, material support, the profession and education of parents, the spiritual atmosphere in the family, the style of interaction, forms of control and discipline - all this directly affects the development of the child.

These effects are carried out through the following three main mechanisms:

Reinforcement - through the encouragement of positive behavior and punishment for violation of socially accepted norms;

Identification - the child's assimilation of moral and social values through imitation of parents;

Understanding - the sensitive attitude of parents to the child's emotional state and problems, through which the child develops self-awareness, the ability to express his own thoughts and communicative skills.

W. Bronfenbrenner, in analyzing the process of child development, also pays special attention to the concept of alienation, which many young people experience. In his opinion, this condition is manifested in such situations as a person's lack of self-understanding, lack of self-confidence, doubt in his inner strength, as well as difficulty finding his place in society. An alienated person reacts negatively not



only to those around him, but also to himself, and may even be hostile towards society. The scientist sees the roots of such a state of alienation, first of all, in the family upbringing system and the formation of specific psychological characteristics. The style of communication in the family, the level of emotional closeness, the attitude of parents to the personal needs and inner experiences of the child are recognized as important factors in the emergence of this problem. According to U. Bronfenbrenner, in modern society, as a result of the work of most mothers, children are often forced to be alone. They spend their time with nannies, with computers, television, other technological devices and technical achievements of the 21st century, or completely alone. This situation is one of the main factors leading to isolation, that is, emotional separation, between two generations - children and parents, and this isolation affects the child's entire life. The researcher emphasizes that it is not right to blame only parents in this situation, because they are seriously affected by the lifestyle and pace of life prescribed by society. Under the influence of these social stereotypes, most women are deprived of the opportunity to pay attention to their family and children.

As a result, the increase in the number of divorces, economic difficulties, constant stress at work, social ostracism and various obstacles negatively affect the social status, inner satisfaction and mental stability of the mother. This, in turn, directly affects the mental development of the child, manifesting itself in such situations as apathy, hostility, irresponsibility, decreased interest in social activities, lack of determination and initiative.

As the situation worsens, the child's thinking ability, ability to understand concepts and apply them at a simple level also weakens. Bronfenbrenner attributes the root of such problems to inconsistencies in the family environment, which is the child's first socializer, and to pressures in the social system.

Thus, the relationship between mother and child is analyzed from the perspective of social education and interaction. In this process, the social environment appears as the main source of support. The entire process of child development is considered mainly in conjunction with teaching and learning activities.

The behaviorist approach also does not pay enough attention to a separate and in-depth independent study of the phenomenon of motherhood, like the psychoanalytic approach. In these approaches, motherhood is more often described as a background or mediating factor in the formation of child behavior. As a result,



motherhood is interpreted not as a complex psychological and social state, but at the level of simple reactive behavior.

The final part. Scientific research confirms that maternal behavior is formed under the influence of the socio-cultural environment. Factors such as the social status of the parents, their profession, their level of education, the spiritual environment in the family, the style of supervision and upbringing directly affect the socialization and personal development of the child. At the same time, the psychological state of the mother, her life satisfaction and emotional stability determine the effectiveness of upbringing.

Also, modern approaches emphasize the need to connect motherhood not only with the development of the child, but also to take into account the mother's own condition and needs. In the current era, the mother's isolation, the weakness of social support systems, economic pressures and moral exhaustion have a negative impact on her attitude towards her child. Therefore, when studying the issue of motherhood, the relationship between the child and the mother should be analyzed on the basis of a complex, systematic and multifaceted approach.

An analysis of the psychological and pedagogical literature on the problem of motherhood shows that the content of this concept does not have a uniform, clear definition. This is primarily due to the author's affiliation to a Western or local (especially Russian) psychological school. In Western psychology, motherhood is covered in the following interpretations: as a woman's genetic predisposition; as a biological process; as a life stage; as a system of mother-child relations; as well as the main social factor ensuring the normal mental development of the child.

Within the framework of this study, the author interprets motherhood as a complex system of relations related to the mother's attitude to motherhood, the level of self-awareness as a mother, the role of motherhood, the mother's position in relation to her child, the style of family upbringing and parental responsibility.

REFERENCES

1. Бронфенбреннер, У. Два мира детства. Дети в США и СССР / У. Бронфенбреннер М.: Прогресс, 1986. 168 с.
2. Esteve, A. The family context of cohabitation and single motherhood in Latin America / A. Esteve, J. Garcia - Roman., R Lesthaeghe // Population and Development Review. 2012. Т. 38. №. 4. С. 707-727.



3. Smith, C.L. Predicting Stability and Change in Toddler Behavior Problems : Contributions of Maternal Behavior and Child Gender / Smith, C.L. // Developmental Psychology. 2004. Vol 40(1). P. 29 -42.