

THEORETICAL ASPECTS OF STUDYING THE PROBLEM OF MOTHERHOOD IN PSYCHOLOGY

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Abstract: *This article examines theoretical and practical approaches to the study of the psychology of motherhood. Motherhood is analyzed as a complex socio-psychological phenomenon, and the key factors influencing its formation and development are discussed. The paper highlights the importance of interdisciplinary research on motherhood and emphasizes its significance for individual well-being, family stability, and social development.*

Keywords: *motherhood, psychology of motherhood, motherhood phenomenon, maternal values.*

In Uzbekistan, state policies aimed at strengthening families, protecting maternal and child health, improving reproductive health, and enhancing social protection systems have further increased the relevance of issues related to motherhood.

Consequently, the study of motherhood has become an important field of inquiry not only in psychology but also in sociology, pedagogy, and medicine.

The relevance of motherhood studies in contemporary society is closely associated with social development, transformations in family values, and the need to ensure psychological well-being. These factors necessitate comprehensive scientific investigations into the nature and dynamics of motherhood.

Research conducted both in Uzbekistan and abroad indicates that the study of the motivational foundations of maternal behavior remains one of the most promising areas of inquiry.

Social and biological mechanisms regulating maternal behavior, particularly values and instincts, exert a significant influence on a woman's psychological state during pregnancy.

This psychological condition, in turn, affects the physiological course of pregnancy and childbirth, as well as the health and overall well-being of the fetus and newborn child.

According to a number of researchers, the second half of the twentieth century witnessed growing criticism of the concept of child-centeredness (detocentrism), which places the child at the center of family life.

This shift was largely driven by two major social trends.





First, women gained greater opportunities for social participation and independence. Second, some child-rearing responsibilities were gradually transferred to educational institutions, childcare centers, and professional specialists.

As a result, public attitudes toward children and perceptions of parental—particularly maternal—roles underwent substantial changes.

The studies of Margaret Mead and M. Grossman have also made a significant contribution to this field.

Their research comparatively explored maternal behavior, attitudes toward children, and the distribution of parenting responsibilities across different cultural contexts.

Motherhood is often viewed as a stage in the development of a woman's gender, age-related, and personal identity. Within this framework, researchers examine the psychological and physiological characteristics associated with different stages of the reproductive cycle.

Such investigations are conducted from diverse theoretical perspectives, including psychoanalysis, humanistic psychology, personality psychology, psychiatry, psychophysiology, ethology, cross-cultural psychology, and comparative psychology.

Researchers employ various methods, such as questionnaires, interviews, discussions, psychophysiological and projective techniques, and systematic observation.

To achieve a deeper understanding of motherhood, it is essential to develop comprehensive studies that integrate biological, psychological, and social dimensions. Particular attention should be paid to the psychological well-being of women during pregnancy and early motherhood, the early identification of emotional and social difficulties, and the development of effective psychological support programs.

The promotion of conscious parenting is crucial for creating a healthy psychological climate within families and encouraging responsible child-rearing practices. Furthermore, improving psychological support systems for families raising children with disabilities, developing family-oriented psychocorrectional and psychotherapeutic interventions, and implementing these programs in practice remain important scientific and practical priorities.

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