



THEORETICAL APPROACHES TO THE STUDY OF THE SOCIAL ROLE OF MOTHERHOOD

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Motherhood is considered one of the essential social institutions that ensures the development of humanity and the stability of society. It manifests not only as a biological process but also as a complex social role, encompassing an individual's functions within the family, society, and the preservation of generational continuity. In every society, the essence of motherhood, the requirements imposed upon it, and social expectations are shaped under the influence of historical, cultural, and social factors.

In modern sciences, the issue of motherhood is extensively studied from the perspectives of psychology, sociology, pedagogy, and anthropology. In particular, investigating the social role of motherhood holds significant importance in understanding personal socialization, the system of family relationships, and the effectiveness of child rearing. This is because a mother's social role is not limited solely to giving birth to a child; it also encompasses functions such as ensuring the child's physical, emotional, moral, and social development, as well as establishing a healthy psychological environment within the family.

The differences between paternal and maternal models are determined not only by personality traits and ontogenetic processes but also by cultural orientations and social stereotypes within a society. There are various theoretical approaches in the scientific literature aimed at explaining the social role of motherhood. Structural functionalism, social role theory, feminist approaches, social constructivism, and modern psychological concepts interpret the place and responsibilities of motherhood in society in various ways. These theories serve to explain the factors influencing the formation of motherhood, societal expectations toward the mother, and the individual and social aspects of the motherhood experience.

In this regard, analyzing the theoretical approaches to studying the social role of motherhood, identifying their specific characteristics, and revealing the substance of the motherhood phenomenon under the conditions of modern society constitutes one of the urgent scientific issues. Compared to fatherhood, motherhood is considered one of the most pressing problems in modern psychology and is viewed as an actively developing scientific direction.

As a psychosocial phenomenon, motherhood is studied in two main directions: first, as a condition that ensures a child's development; and second, as an integral component of a





woman's personal life sphere. Most research analyzing motherhood as an integrated system highlights the following main aspectual dimensions of studying this phenomenon [1]:

- cultural-historical aspects of motherhood;
- psychophysiological aspects of motherhood;
- psychological aspects of motherhood, including phenomenological, psychological-pedagogical, and psychotherapeutic approaches;
- viewing motherhood as a gender, age-related, as well as personal identification stage;
- deviant (aberrant) forms of motherhood;
- the ontogenetic formation process of motherhood.

The concept of "social role" is widely used in contemporary modern social psychology and sociology. Role concepts of personality began to actively develop in the 1930s, particularly within American social psychology. Scholars such as William James, G. Stanley Hall, James Mark Baldwin, John Dewey (USA), as well as Alfred Binet and Théodule-Armand Ribot (France) laid the initial foundations for the formation of this direction. George Herbert Mead, Jacob L. Moreno, and Ralph Linton are recognized as the founders of role theories.

According to George Herbert Mead's views, the structured "Self" consists of two main parts: the "I" and the "Me". The "I" represents the spontaneous and subconscious (immediate) reactions within the social individual, while the "Me" signifies the internal roles formed during the social interaction process—meaning the internal norms and reflexive system that serve as a basis for the individual to evaluate their own behavior.

Jacob Moreno, as the "second founder" of role theories, characterized two stages in the formation of role theory: role perception and role realization, i.e., execution (playing). As a philosopher, Moreno attempted to elaborate role theory from a philosophical standpoint, and as a result, this concept took the form of an anthropological system in his views. According to him, any action manifests as an individual's performance of a specific role. This approach prompted Jacob Moreno to re-interpret the concept of the "Self", and he advanced the following view: "The immediately perceivable aspects of the concept called 'Self' are the roles it operates within" [2].

One of the contributions of the sociologist Ralph Linton was his proposal to clearly distinguish between the concepts of "status" (social position) and "role". This approach has acquired significant importance in the development of personal social psychology.

He arrived at the following conclusions: a) status and its corresponding roles are structural elements of the social structure of society; b) human behavior can be viewed as a role performance, and the role serves as a connecting link between individual behavior and the social structure.

According to Ralph Linton, "a role is the dynamic aspect of a status. When an individual exercises their rights and duties, they perform a role" [3].





An individual who occupies a specific social position begins to "execute" the role; however, as Gordon Allport noted, "a social role by itself does not determine human behavior in all its details.

Much depends on how the person understands their own role, the attitude of communication participants toward the roles, as well as existing traditions and social experience.

Each individual brings their unique personal characteristics to the execution of a role" [4]. On this basis, a number of social psychologists, such as Gordon Allport, Thomas Newcomb, Alexander Svintsitsky, and others, consider the concepts of "social role" and "role-playing behavior" separately from one another.

In his work *Pattern and Growth in Personality* [5], Gordon Allport analyzes the interrelations between the stages of role behavior in detail. Interpreting the role as a structural form of participation in social life, Gordon Allport distinguishes three main components within it:

1) Role expectations (role expectations) — how a role should be performed, and what is expected from the person performing it. For example: "How do others want to see me as a mother?"

2) Role concept — an individual's understanding of their own role. For example: "Who is a mother, and what kind of mother am I trying to become?"

3) The degree of role acceptance or rejection — the individual's attitude toward their own role. For example: "What kind of mother am I in reality, what kind do I want to be, and do I want to be a mother at all?"

Evidently, these three components can be aligned or incongruent with one another to varying degrees, and this situation leads to the emergence of role conflicts within the individual.

In the process of becoming a mother, a young woman occupies a new position in the system of social relations—the parental status—and accepts a new social role.

In modern society, there is a certain contradiction between the socially defined status of motherhood and the real-life opportunities to implement it.

If the role of a mother is valued lower in society than any labor in social production, a woman is often forced to prioritize activities considered more important by society, and consequently, duties related to motherhood fall into the background.

Unquestionably, professional self-realization constitutes an important priority during adulthood [6].

At the same time, accepting the parental role is also one of the vital tasks of adult life. Whether a person accepts this role or not depends heavily on societal expectations as well as the individual's internal attitudes.





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IMKONIYATI CHEKLANGAN O'SMIRLARDA EMOTSIONAL ZO'RIQISH VA PSIXOLOGIK MOSLASHUVNING O'ZARO BOG'LIQLIGI

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Annotatsiya: Mazkur maqolada imkoniyati cheklangan o'smirlarda emotsional zo'riqish va psixologik moslashuvning o'zaro bog'liqligi muammosi nazariy jihatdan tahlil qilingan. O'smirlik davrida emotsional rivojlanishning o'ziga xos xususiyatlari, emotsional zo'riqishlarning shakllanish omillari hamda psixologik moslashuv jarayoniga ta'sir etuvchi ichki va tashqi omillar ilmiy manbalar asosida yoritilgan. Shuningdek, stress, moslashuv va rezilyentlikka oid zamonaviy psixologik yondashuvlar tahlil qilinib, imkoniyati cheklangan o'smirlarda emotsional zo'riqish va moslashuv o'rtasidagi o'zaro bog'liqlik mexanizmlari ochib berilgan. Tadqiqot natijalari mazkur toifadagi o'smirlarga psixologik yordam ko'rsatish, ularning emotsional barqarorligini mustahkamlash hamda ijtimoiy moslashuvini qo'llab-quvvatlashga qaratilgan amaliy dasturlarni ishlab chiqishda nazariy asos bo'lib xizmat qiladi.

Kalit so'zlar: Imkoniyati cheklangan o'smirlar, emotsional zo'riqish, psixologik moslashuv, stress, xavotirlanish, rezilyentlik, ijtimoiy moslashuv, emotsional barqarorlik, inklyuziv ta'lim, psixologik yordam.

Аннотация: В данной статье теоретически анализируется проблема взаимосвязи эмоционального напряжения и психологической адаптации у подростков с ограниченными возможностями. На основе научных источников раскрываются особенности эмоционального развития в подростковом возрасте, факторы формирования эмоционального напряжения, а также внутренние и внешние факторы, влияющие на процесс психологической адаптации. Кроме того, рассматриваются современные психологические подходы к изучению стресса, адаптации и резильентности, а также раскрываются механизмы взаимосвязи эмоционального напряжения и психологической адаптации у подростков с ограниченными возможностями. Полученные результаты могут служить теоретической основой для разработки программ психологической поддержки, направленных на укрепление эмоциональной устойчивости и повышение уровня социальной адаптации данной категории подростков.

Ключевые слова: Подростки с ограниченными возможностями, эмоциональное напряжение, психологическая адаптация, стресс, тревожность, резильентность, социальная адаптация, эмоциональная устойчивость, инклюзивное образование, психологическая помощь.

