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ADAPTATION TO THE ROLE OF THE MOTHER AS A PSYCHOLOGICAL EXPERIENCE

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Purpose is to substantiate the peculiarities of adaptation to the role of the mother among women with children of different ages in modern conditions.

Methods. The article presents guidelines for studying the psychology of motherhood and training in this field. Motherhood is studied in psychology in various aspects, psychological schools and areas. There are many scientific and popular science publications on this issue. Various aspects of maternal behavior are affected in the psychology of personality, in child psychology, pedagogical psychology. The importance of maternal behavior for child development, its complex structure and path of development, the multiplicity of cultural and individual options as well as a huge number of modern studies in this area allow us to speak about the special relevance of studying motherhood as a psychological phenomenon.

Results. Differences in the emotional experiences of women associated with the first and second pregnancies are revealed. Both pregnancies caused joyful experiences in most of the women who participated in our study. The news of the first pregnancy was more a source of anxiety and fear. However, later there was a more harmonious attitude of women to the first pregnancy, during the second pregnancy women felt less positive emotions associated with expecting a child, more often experienced anxiety and doubts.

Conclusions. It is hypothesized that children of different ages cause different emotional experiences in women. In relation to the first child, mothers more often than to the second, on the one hand, feel delight, pride, and on the other – anxiety and fear. The second child, in comparison with the first, more often causes joy, surprise. Mothers' perceptions of the personal characteristics of children of different ages have certain features. Mothers perceive the older child as more self-confident, disciplined and independent; mostly treat her as an individual. Women evaluate the youngest child as more extroverted, sociable, open. There are a number of relationships between the characteristics of a woman's personality and the peculiarities of her attitude to the older and younger child. A woman's harmonious relationship with her parents has a positive effect on her perception of her own children. Such personality traits as anxiety, self-doubt, low stress resistance, inability to establish interpersonal relationships negatively affect the ability of a woman to harmoniously fulfil the role of mother, her adaptation to the upbringing children of different ages.

Key words: *psychology of experiences, motherhood, psychology of motherhood, features of adaptation.*

АДАПТАЦІЯ ДО РОЛІ МАТЕРІ ЯК ПСИХОЛОГІЧНЕ ПЕРЕЖИВАННЯ

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Мета. Обґрунтувати особливості адаптації до ролі матері серед жінок з дітьми різного віку в сучасних умовах.

Методи. У статті представлено методичні рекомендації щодо вивчення психології материнства і підготовки фахівців в цій області. Материнство вивчається в психології в різних аспектах, психологічних школах і напрямках. Є чимало наукових і науково-популярних видань, присвячених цій проблемі. Різні аспекти материнської поведінки зачіпаються в психології особистості, в дитячій психології, педагогічній психології. Важливість материнської поведінки для розвитку дитини, її складна структура і шлях розвитку, множинність культурних та індивідуальних варіантів, а також величезна кількість сучасних досліджень в цій області дозволяють говорити про особливу актуальність вивчення материнства як психологічного феномена.

Результати. Виявлено відмінності в емоційних переживаннях жінок, пов'язаних з першою і другою вагітністю. Обидві вагітності у більшості жінок, які взяли участь в нашому дослідженні, викликали радісні переживання. Звістка про першу вагітність в більшій мірі була джерелом тривоги, страху. Однак, пізніше спостерігалось більш гармонійне ставлення жінок до першої вагітності, під час другої вагітності жінки відчували менше позитивних емоцій, пов'язаних з очікуванням дитини, частіше переживали тривогу, сумніви.

Висновки. Запропоновано гіпотезу, що діти різного віку викликають у жінок різні емоційні переживання. По відношенню до першої дитини матері частіше, ніж до другою, з одного боку, відчують захват, гордість, а з іншого - тривогу і страх. Друга дитина, в порівнянні з першою, частіше викликає радість, здивування. Сприйняття матерями особистісних характеристик дітей різного віку мають певні особливості. Матері сприймають старшу дитину, як більш впевнену в собі, дисципліновану, самостійну, в більшій мірі відносяться до неї як до окремої особистості. Молодшу дитину жінки оцінюють як більш екстравертовану, товариську, відкриту. Існує ряд взаємозв'язків між властивостями особистості жінки і особливостями її відношення до старшої і молодшої дитини. Гармонійні взаємини жінки зі своїми батьками позитивно впливають на її сприйняття власних дітей. Такі особистісні риси, як тривожність, невпевненість в собі, низька стресостійкість, невміння

встановлювати міжособистісні відносини негативно впливають на можливості гармонійного здійснення жінкою ролі матері, на її адаптації до виховання дітей різного віку.

Ключові слова: психологія переживань, материнство, психологія материнства, особливості адаптації.

Introduction. The scientific problem is that the psychology of motherhood is one of the most complex and underdeveloped branches of modern science. The relevance of its study is dictated by the contradiction between the severity of demographic problems associated with falling birth rates, the huge number of families falling apart, the growing number of cases of child abuse and the lack of social and psychological assistance programs for families, especially women.

Theoretical background. Motherhood – is "a function of the female body consisting in carrying, giving birth, breastfeeding and raising a child" (Василюк, 1984).

Motherhood – is a complex phenomenon that has physiological mechanisms, evolutionary history, cultural and individual characteristics. Motherhood is studied in the direction of various sciences: history, cultural studies, medicine, physiology, biology of behavior, sociology, psychology.

G.G. Filippova states that the study of motherhood is carried out in several areas: cultural, historical, biological and psychological (Вопросы психологии, 2001).

The institution of motherhood is seen as historically determined, which changes its meaning from era to era. Many researchers in this area note that the concept of "maternal instinct" is a myth. Mother's love – is a concept that is filled with different content in different periods of history. A woman becomes a better or worse mother depending on whether motherhood is valued or devalued in society. Studies of different cultural variants of motherhood in modern society also show the impact of existing models of family, childhood and values adopted in this culture, on maternal behavior and experiences of women. Of great interest is the comparison of the distribution of maternal functions in different cultures, maternal behavior and

attitudes towards the child which provide forming necessary personal qualities in this culture (e.g., cognitive and emotional spheres, quality of commitment, features of experiencing success and failure when achieving the goal).

Great importance is attached to the evolutionary aspects of forming physiological, motivational and behavioral mechanisms of motherhood. Some areas of this research combine biological and psychological approaches. Interest in motherhood in psychology arose initially in two directions: in the study of the role of the mother in forming early personality structures (psychoanalysis and other areas of personality psychology: Z. Freud, K. Horney, E. Erickson, J. Bowlby, etc.) and in practical research related to mental retardation (mental retardation and disorders, child psychiatry, social deadadaptationpsychological problems of children and adolescents: A. Freud, M. Klein, D. Winnicott, M. Mallerta, etc.).

It should be noted that foreign research in the field of psychology of motherhood and related problems, in contrast to domestic, differ in extraordinary spaciousness, various orientation of concepts and approaches.

G.G. Filippova notes that all psychological studies of motherhood can be combined in this way:

1) phenomenological, highlights and describes in detail the functions of the mother, the peculiarities of her behavior, experiences, attitudes, expectations. Popular one is selecting types and styles of maternal behavior, relationships, position.

2) psychological and pedagogical direction. An independent direction can be considered research on the problems of pregnancy, childbirth, the postpartum period in psychological, pedagogical and physiological aspects.

3) psychotherapeutic direction, within which the mother's features are studied and considered as a source of child's mental disorder. These are, first of all, practical studies of mental retardation and disorders, child psychiatry, disorders of social adaptation and psychological problems of children and adolescents. Much attention is paid to the study of the impact on the development of the child (including the age of the baby) of various forms of maternal relations.

From the standpoint of pregnancy analysis as a condition of child development, the features of a woman's mental state during pregnancy that affect the child's development are studied. First of all, it is the presence of stress, depression, psychopathological features, their occurrence and exacerbation in different periods of pregnancy. In order to predict the style of mother-child relationship and features of maternal-child interaction in the postnatal period, maternal (and more broadly – paternal) expectations, attitudes, educational strategies, expectations of satisfaction with the maternal role, the mother's competence are studied.

In psychology, interest in the peculiarities of motherhood in infancy develops initially in two directions: at studying the role of mother in forming early personality structures, firstly – the basics of personal conflicts and in practical research related to mental retardation (delays and disorders of mental development, child psychiatry, disorders of social adaptation and psychological problems of children and adolescents).

Early and preschool age and the corresponding features of the mother are mainly affected in those works that are related to the study of the emotional well-being of the child and its relationship with the type of mother's relationship and style of mother-child interaction.

Within the school age the maternal attitude, maternal (parental) position, parental expectations and attitudes, features of child-parent interaction are studied.

According to D. B. Schneider, the main conclusion is, firstly, the statement of the necessity to continue psychological research of motherhood as a holistic phenomenon and, secondly, the lack of an adequate approach and theoretical concept for such research. The relevance of a holistic psychological approach to the study of motherhood is supported by the fact that, despite modern advances in medicine, physiology, gynecology and obstetrics, increasing the scientific and technical level of care in childbirth and neonatal practices, psychological problems of motherhood and early childhood are not reduced (Шнайдер, 2006).

It should be noted that the importance of maternal behavior for child development, its complex structure and path of development, the multiplicity of

cultural and individual options as well as the vast amount of modern research in this area allow many experts to talk about motherhood as an independent reality, which requires the development of a holistic scientific approach to its study.

D. Winnicott believes that a woman's ability to "be a good enough mother" is formed on the basis of her experience of interaction with her own mother, in a play, in interaction with young children in childhood as well as in the process of their own pregnancy and motherhood. "Mother cannot learn what is required from her, neither from books, nor from nurses, nor from doctors. Her science is her own childhood experience. In addition, she observes how other parents take care of their children and perhaps took care of her younger sisters or brothers herself, and – it is very important – she learned a lot in early childhood, playing "mother-daughter" (Віннікотт, 2019).

In foreign psychology an independent direction has emerged, the subject of which is the mother-daughter relationship. The authors identified more than 700 factors presented in 46 scales that characterize a woman's adaptation to the role of mother, including the life story of a woman, her marital, social status, personal qualities and the relationship with the peculiarities of child development (Максименко, 2007).

Woman's adaptation to the role of mother largely depends on the peculiarities of interaction with her own mother. This stage begins with the intrauterine period of development and lasts almost the entire life of a woman. The most significant is childhood and early age, as this period of life itself is sensitive to the formation of the basic foundations of personality and attitude to the world.

In recent years researchers have focused on the phenomenon of mother and child commitment. It is of great importance in the formation of effective maternal behavior. Within the ethological direction, attachment is seen as an innate biopsychic mechanism that unites most species of animals with humans. Thus, J. Bowlby considered attachment primarily a specific system which sense is to maintain the interaction between mother and baby, necessary for its survival and development. The first step to commitment, according to many authors, is to establish

communication as a result of early contact during the first hours after birth (Bowlby, 2015).

The quality of maternal-daughter relationships and its impact on the maternal sphere of a woman is determined, in addition to commitment, by the style of their emotional communication, mother's participation in the emotional life of the daughter. Thus, it is important to change such participation by the mother in accordance with age changes. Adequate style of emotional support is quite steadily transmitted from mother to daughter. Regarding the value of motherhood, we can only talk about the emergence of the motherhood model of his mother as a subject who experiences certain emotions in a situation of interaction with the child (Ричардсон, 1994).

Unlike ethologists, psychoanalytically oriented researchers have shifted the focus of their interests to the mental history of the mother herself and the period of her pregnancy. They focused on the importance of forming child's images in the imagination of the expectant mother for her adoption of her newborn child (Выготский, 2005).

In modern personality psychology and psychotherapeutically oriented works, motherhood is studied in the aspect of a woman's satisfaction with her maternal role as a stage of personal and sexual identification. In all these cases, some aspects of motherhood or some of its functions are distinguished (Figure 1).

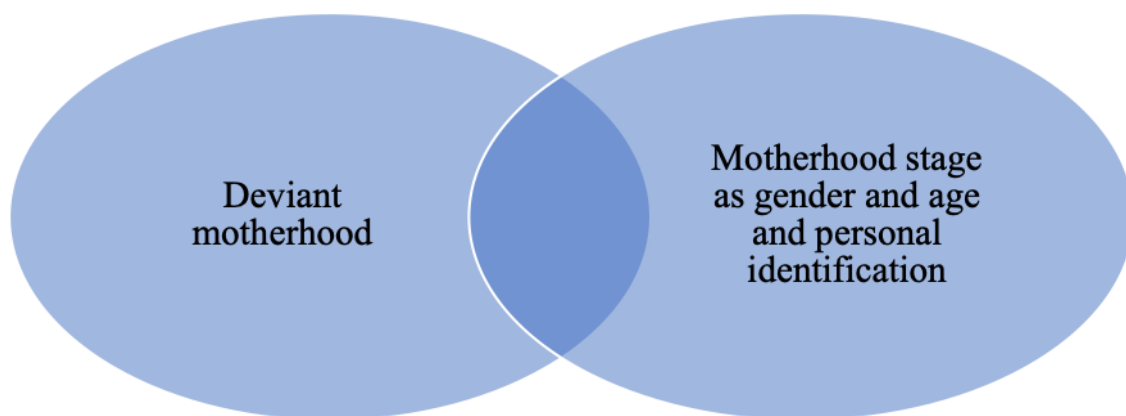


Figure 1. Aspects of maternal satisfaction according to gender identification

One of the most important stages in forming motherhood is the period of pregnancy, the content of which is determined by changes in a woman's self-awareness, aimed at accepting a new social role and forming a sense of attachment to the child. By the nature of the predominant experience period pregnancy is divided into three stages (Figure 2).

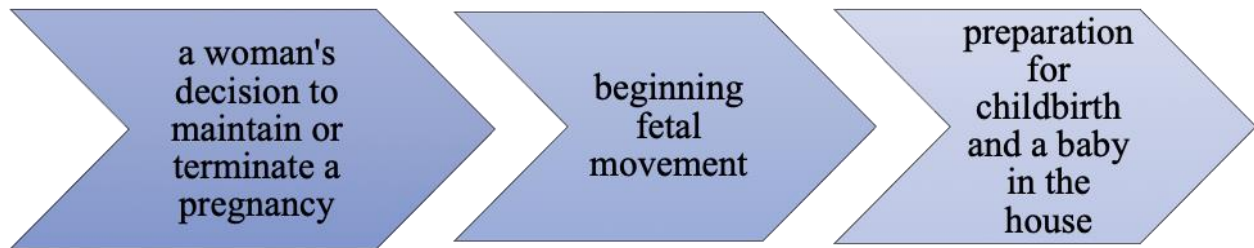


Figure 2. The stages of experience during pregnancy

No less important is the period after birth within which there is a psychological acceptance of the child as an independent person and adaptation to it. Changes in the mother's emotional life lead to changes in family relationships, so that each pregnancy is accompanied by a regulatory family crisis and ends with the adoption of a new family member.

Results. The study involved 40 women. The age of the respondents varies from 27 to 54 years. The education of women who participated in our study, in 60% of cases is higher, in 10% of cases – is incomplete higher, in 10% – is secondary special and 20% – is secondary. The age of the first child – is from 5 years to 33, the age of the second child – is from 3 years to 30 years. Currently, 30% of respondents are working, the others – aren't working.

Empirical research was carried out by means of the comparative analysis of features of women's adaptation to the role of mother of the children of different age consistently on each technique.

The first block of the questionnaire was devoted to collecting information about the course of pregnancy and childbirth (about the women's attitude, family members, psychological and physical condition during pregnancy, lifestyle during pregnancy, features of childbirth).

Table 1

Features of the first and second pregnancies of the respondents (%)

Answer options	Planned	Unplanned	Wanted	Unwanted
The first child	35	55	50	5
Another child	40	50	50	0

As it can be seen from table 1, half of the women who participated in our study, the first and second pregnancies were desirable; for 5% of subjects, the first pregnancy was undesirable, and none of the subjects described the second pregnancy as undesirable. More women, both the first and second pregnancies were unplanned (55% and 50%, respectively). The number of planned pregnancies is slightly higher in the case of expecting a second child (35% – is the first pregnancy, 40% – is the second pregnancy). Thus, despite the large number of unplanned and first and second pregnancies, only in one case the appearance of the child was undesirable.

According to the results of the study presented in table 2, the news of the first pregnancy in the surveyed women in most cases caused the following feelings, joy (65%), fear (45%), excitement (35%) and delight (25%). For 20% of women felt surprise, anxiety, 15% – is doubt, 10% – is annoyance. The news of the second pregnancy caused the following emotions: joy (65%), excitement (30%), delight, doubt (20%); 15% of women who learned about the second pregnancy experienced anxiety, 10% – is surprise, annoyance, 5% – is feelings of protest.

Thus, both pregnancies in women who participated in our study, in more than half of the cases, caused joyful experiences. Almost half of women experienced fear at the news of the first pregnancy; the second pregnancy did not cause this feeling in any woman. The report of the first pregnancy, compared with the second, more women caused a sense of surprise, anxiety; reports of a second pregnancy, compared to the first, in more cases became a source of doubt and protest.

Table 2

The first women's feeling when they knew about pregnancy (%)

Answer options	surprise	emotion	joy	trouble	feelings of protest	annoyance	delight	crush	fear	hesitance
The first child	20	35	65	20	0	10	25	0	45	15
Another child	10	30	65	15	5	10	20	0	0	20

According to the results of the questionnaire, it was more difficult for the interviewed women to take care of the first child than for the second one. Thus, for the first child 15% of women chose the answer "difficult", and for the second child – 5% of women; It was quite easy to take care of the first child for 35% of women, for the second child – for half of the respondents (Table 3).

Table 3

The degree of complexity of care for the first and second child (%)

Answer options	It is very difficult	Difficult	Differently	Easy enough	Very easy
The first child	0	15	45	35	5
Another child	0	5	40	50	5

Thus, in relation to the first child, mothers, on the one hand, feel delight, pride, and on the other feel anxiety and fear. It should be noted that the results of our study are consistent with the literature. It is noted that the upbringing of the firstborn is often accompanied by insecurity as a parent, the consequence of which is anxiety for the child.

In addition, parents are often very concerned about the achievements of the first child. They strive to develop it, to do everything to make them proud. For the

second child, these tendencies are mitigated or not observed at all. Here the parents are less demanding. They feel more pleasure just from communicating with the child.

Women faced domestic difficulties to a greater extent when caring for their first child. Thus, 10% of women noted financial difficulties and lack of necessary amenities; when caring for a second child, these problems did not arise (Table 4).

Table 4

Domestic difficulties in caring for the first and second child (%)

Answer options		The first child	Another child
The presence of domestic difficulties	domestic difficulties were	75	55
	there were no domestic difficulties	25	45
Child	feeding	15	5
	baby bathing	5	10
	walks with a child	35	0
	lack of experience in child care	5	0
	difficulties associated with the older child (her behavior, lack of time for her, caring for two children at the same time)	-	25
Mother	lack of sleep	15	0
	lack of time	15	0
	lack of personal time	5	0
	poor in events and movement lifestyle	10	0
	combination of child care with study, work	0	5
Everyday life	material problems	10	0
	accommodation	15	10
	laundry, apartment cleaning, cooking	10	10
	lack of necessary household amenities (water, appliances)	10	0

This is evidenced by the answers of women to the question of whether they are satisfied with the relationship with children. The vast majority of women (90%) answered the question in the affirmative about the second child and only 60% – about the first. Women are worried that they cannot pay enough attention to the first child (20%), do not understand it well enough (15%), not enough patience, restraint in communicating with the child (10%).

Assistance in caring for both the first and second child was slightly more than half of women: 55% of women - in caring for the first child, 60% of women - in caring for the second child. In 50% of cases, both children were cared for by a man; 35% of women have their first child, possibly their grandmother, and 30% have their second child. In the care of the second child, women had assistants in the person of older children, this happened in 10% of cases.

Conclusions. Thus, despite the available experience, women were less harmonious with the second pregnancy. Perhaps this is due to the predominance of euphoric experiences during the birth of the first child, which gave rise to excessive expectations, hopes that many did not come true later. We can also assume the following: when giving birth to their first child, women were not fully aware of the possible difficulties and problems that can be expected in the future, which led to negative emotional experiences in the face of reality. This negative emotional experience may have affected the perception of the second pregnancy.

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