PARЕНЩОД MOTIVATION AS A CONDITION OF RESPONSIBLE ATTITUDE TO THE IMPLEMENTATION OF THE SOCIAL ROLE “PARENT”

INTRODUCTION

“It is impossible to step a step on this land without touching the responsibility and duty that must be fulfilled,” writes Thomas Corneil, a well-known British writer, publicist, historian, and philosopher of the 19th century, in one of his works (Rybakin, 2000).

At the same time, it is a problem of the irresponsible attitude of people to the world around them, and even to their own life, which is currently one of the most urgent problems of a whole spectrum of human sciences.

Our research aims to study the peculiarities of the implementation of a responsible attitude of parents towards the upbringing of their children.

LITERATURE REVIEW

Modernity, which led to the "crisis of parenting", is characterized by the lack of modern not only men but also women of the readiness to fully fulfill their parental responsibilities. Having generalized the approaches of researchers to the interpretation of the term "parenting", we define it as a subsystem of the family, which implies the unity of the spouses' ideas about parenting and the implementation of these ideas in real life. It is not by chance that in the structure of parenting as a very complex phenomenon, scientists distinguish cognitive, emotional, and behavioral components (works by S.P. Akutina; ErmiKhina; FilippoVa, 2001) the selection and meaningful understanding of this component of parenting allow researchers to approach the problem of normative-conscious parenting. The main characteristics of scientists (works byAbramova, 2016; ErmiKhina, 2004; SmirNOva, 2019) call the possession of information on various problems related to interaction with a child.

Desire to "correctly" realize oneself the role of a parent, and the desire to harmonize relations in a family on its substructures - between spouses, between children, and children and parents among themselves.

Summarizing the points of view of the researchers (works of Aries, 2005; Mead, 2011; Ross, 2008; Fromm, 2007; Abramova, 2016; Akutina, 2009; Kon, 2013; OvcharOva, 2008; FilippoVa, 2001, and others), we can conclude that to become a parent in full understanding of the meaning of this word means to have such a system of values that are directly related to the spirituality and morality of a person, his aspiration, a steady need to "give", "waste", "give" yourself, your emotions, and not just take.

At the same time, it is necessary to purposefully prepare to implement such a very significant and social function as parenting. It is no coincidence that as the basis for the formation of...
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responsible parenting, which implies understanding, awareness of oneself as a parent as a woman (mother) and a man (father), the researchers associate it with the awareness of the motives for the birth and upbringing of children by both parents (studies by AKUTINA, 2009; ZRITNEVA, 2003; KLETSINA, 2007; OZHIGOVA, 2016, and others).

Turning to the problem of parenting motivation, we undoubtedly studied the research results in the field of problems of the motivational sphere of the individual (works of GODEFROY, 2008; ILYIN, 2012; LEONTIEV, 1997; MYASISHCHEV, 2018; SHADRIOV, 1987; HECKHAUSEN, 2001; UZNADZE, 1985, and others).

Summarizing the positions of scientists, we tend to understand by motive a special state of the individual that characterizes the system of his relations with the surrounding reality (we find this approach in the works of Myasishchev (1995). Based on the concept of this researcher, the psychological nucleus of the personality is an individually integral system of its subjective-evaluative, consciously selective attitudes to reality, which represent the interiorized experience of relationships with other people in the conditions of their social environment. At the same time, the author singles out the attitude of a person to people, attitude to himself, and attitude to objects of the external world as fundamental in the system of relations. Moreover, according to Myasishchev (1995), consciously selective relations develop and are realized only in the aspect of significance.

We believe that such a factor as significance allows a person not only to make the most of his internal resources and potential but also to show his abilities in any activity.

The analysis of the research carried out by us also allows us to say that a motive is a phenomenon formed in vivo. The set of already formed motives that induce the subject to any activity is nothing more than Motivation. We find confirmation of our conclusion in the works of Nepomniachtchi (1979); attempting to reveal the content of the concept of “motivation”, this researcher characterizes it precisely as a system of motives. At the same time, some scientists are inclined to believe that limiting Motivation to only motives is inappropriate—for example, N.I. and D.N. The Meshkovs, attempting to reveal the content of the concept of “motivation”, note that “motivation includes not only motives, but also other motives, both perceived and unconscious, both biological and social determinants” (MESHKOVI, 2015, p. 39). Researchers tend to view Motivation as a system that is orderly formed by such motivating factors as

- Instincts and needs that stimulate the manifestation of human activity;
- motives that determine the reasons for actions, human behavior, and
- emotions that perform a regulatory function in human behavior.

As a system of driving forces (both external and internal), performing an incentive role in human behavior and determining all the necessary conditions (boundaries, forms, and direction) for human activity (PARSHINA, 2003).

From the point of view of such researchers as Gutgartz (2005) and Utkin (2002), motivation is nothing more than a state of personality.

According to Gutgartz (2005), motivation is a kind of dynamic education, a process aimed at achieving goals.

In our opinion, Motivation is a combination of driving forces (instincts, motives, external circumstances, etc.), ordered structural components that perform an incentive function in relation to human activity (or behavior).

The analysis of the studies of Vilyunas (2007); Leontiev (1976); Lindsay (1993); Heckhausen (2004) and some other scientists allow us to conclude that Motivation itself (namely, its structure) and the process of forming Motivation have not only their own psychological characteristics but also conditions that ensure the maximum efficiency of this process.

Proceeding from the fact that parenting motivation is nothing more than one of the aspects of a person’s motivational sphere, we believe that the process of its formation has its own specific psychological characteristics and conditions (this assumption is confirmed in the works of
RESEARCH METHODS

As the main hypothesis of our research, we formulate the assumption that the basis for developing parenting motivation as a personal education is a system of stable value orientations of the individual. As additional hypotheses of our study, we make the following assumptions:

- at different age stages, parenting motivation has its own specific characteristics. We believe that she reaches the highest level of development in late adolescence and maturity, which is due to such specific features of these age levels as a more distinct vision of her place in the world, certain stability in the professional sphere, self-realization, or a high readiness to assert herself in the family sphere, etc.;

- There is a definite relationship between the level of development and orientation of parenting motivation and the existing marital status. We believe that married girls and women, as well as girls and women who are in permanent relationships with the opposite sex, have the most developed Motivation to have a child than girls and women who are free from relationships and related obligations;

- in the structure of parenting motivation, the personality is most clearly manifested both in quantitative and in the content component of the value-means motives, rather than the value-purpose motives.

Ninety girls and women aged 16 to 42 took part as respondents in our study. Wherein

- 29% of respondents (26 people) are not in permanent relationships with the opposite sex,
- 39% of respondents (35 people) are in a permanent relationship and
- 32% of respondents (29 people) are married girls and women.

As a methodological toolkit in our study, we used:

- Methodology "Meaning-life orientations" (adaptation of DA Leontiev, 2016), which allows revealing the presence/absence/life goals, oriented towards the future; life satisfaction; the level of development of self-control and the
- ability to make independent decisions. We believe that the implementation of this technique allows, among other things, to conclude the degree of meaningfulness and Motivation of parenting.

- Questionnaire of terminal values (FATHER) Senina (2016) focused on studying the individual's life goals. Within the framework of the problem of parenting motivation as a personal education of interest to us, the implementation of this technique makes it possible to assess the significance and value of family life for a person.

- Methods “Social family roles” (option “My future parental roles” by Vasilieva; Orlova (2015) and “Social roles of a child” (option “Roles of my unborn child” by VASILIEVA; ORLOVA (2015), the use of which allowed us not only to determine the attitude of respondents to their future parental roles and the roles of their unborn child but also to reveal the expectations of parent-child expectations.

- Picturesque projective test "My baby" (modification of the projective technique "Drawing of my family" by CORMAN, BURNS; KAUFMAN; ZAKHAROV; STOLIN (2007), aimed at studying the emotional aspects of parenting motivation. Within the framework of our research, the implementation of this methodology allows us to reveal the importance of children in the respondents' lives and the motives for having children.
RESULTS
A generalized analysis of the experimental data obtained by us allows us to say that,

- A high level of development of parenting motivation is recorded in 33% of respondents. The respondents’ data is characterized by the respondents’ meaningfulness of their lives and activities, the ability to set plans for the future and achieve the desired result; a high value of the family, focus on the well-being of the family; willingness to become a parent in the short term. These respondents’ motives are focused exclusively on children, who are of high importance and value to the respondents.

- The average level of development of parenting motivation, as shown by our study, is typical for 39% of respondents who are characterized by the presence of certain meaningfulness in their life and activities and the ability to plan their future within certain areas of life. These respondents, on the whole, show the orientation of parenting motivation towards the child, see the family as significant, without giving it a priority, and not showing readiness for parenting in the short term.

- The low level of development of parenting motivation, according to the results of our research, is typical for 28% of respondents. These respondents are characterized by minimal meaningfulness of their lives, a lack of clear plans for life, which is also manifested in the sphere of parenting: they are not ready for children, do not plan to take care of them, both children and the family, in general, are not significant for these respondents.

In order to concretize the presented generalized results of our experimental study, we present a detailed analysis of the data obtained by us following the results of the implementation of the terminal values questionnaire (FATC) by I.G. Senin, since we believe that it is this technique that allows us to maximally study not only the specifics of the subject’s Motivation but also to obtain information about the degree of formation of such a personality quality as responsibility.

Based on the hypotheses we have formulated, the analysis of the data obtained as a result of the implementation of this methodology, we will carry out at three positions

- the severity of value orientations (primarily related to family values)
- age specificity of the expression of personality values (value of the family, children, etc.)
- dependence of value orientations on the marital status of the respondents.

Analysis of the data obtained from the standpoint of the severity of value orientations allows us to say that the scale of terminal values “Achievements” is most pronounced among the respondents.

- 48% of the subjects have high and
- 52% have an average score, which allows us to speak about the desire of these respondents to set specific goals with their subsequent achievement and implementation.

The second most important place among the girls and women who took part in our study is held by such a terminal value as “High financial position”:

- high scores on this scale, identified by 43% of respondents,
- the average value of this value was given by 52% of respondents and
- only 5% of the subjects noted the minimum significance for them of a high financial position.

With regard to the problem of parenting motivation we are considering, the priority of a high financial position, demonstrated by the majority of respondents, may indicate that these
respondents with the best possible living conditions, upbringing, and development not only for themselves but also for their family and, first of all, children (which, undoubtedly, currently requires no small material costs). On the scale, "Self-development" demonstrates:

- high scores - 29% of respondents
- 63% - medium and
- 8% of respondents - low scores,

That characterizes most respondents as people striving for self-improvement, interested in their capabilities and abilities, and their belief in the unlimited personal capabilities, the need for their full realization, and their full realization of optimal all-round development. At the same time, 42% of the subjects have low scores on the scale "Own prestige", which may indicate their minimal interest in recognition in society, approval, opinion, and perspective of the people around them.

Analysis of the data we received from the standpoint of the age-specific characteristics of the respondents from the standpoint of the expression of their personality values (the value of the family, children, etc.) allows us to draw the following conclusions:

The terminal value as "Creativity" is given the minimum value by 47% of the respondents of older adolescence, which may indicate their preference for a measured course of life, striving for stereotypes. The subjects of early adolescence and adulthood, on the contrary, give the considered value a significant place in life:

- high indicators for this terminal value were found by us in 17% of subjects of early adolescence and in 13% of subjects of mature age, which indicates their conviction of the need to constantly make changes in their lives, their desire to constantly renew themselves and their vital activity
- the average indicators for this terminal value among 80% of respondents in early adolescence and 67% of respondents of mature age
- low values for this terminal value among 3% of respondents of early adolescence and 20% of respondents of mature age.

Considering the data on the value "High material status", we can say that the greatest preference for this value is given to the subjects of mature (57% - high value, 43% - average, and 7% - low) and younger youth (57% - high value, 43% - average) ages. High scores scored on the scale under consideration may indicate that these respondents consider the material component to be one of the most important conditions for well-being in their life. Among the subjects of older adolescence, only 27% of the respondents assign a high value to this value. We can assume that the value of material wealth has the maximum value for early adolescence and for adulthood, since

- in early youth, a person tries to actively demonstrate his independence, independence from elders, including material independence.
- In adulthood, the priority of the material can be objectively determined by family needs and needs, including those associated with parenting.

Assessing the results of the implementation of the questionnaire of terminal values of A.G. Senin from the standpoint of the significance, the value of the family sphere in the lives of the respondents, which is directly related to our study of parenting motivation, we conclude that for

- 28% of the tested family is very important, and they estimate this area of life as the most important for themselves
- 54% of respondents give the family an average value and
- 18% - low.
From our point of view, it is interesting that the high importance of the family is more clearly expressed among the respondents of the period of early adolescence.

For 40% of subjects of this age, the family is a very high value
For 43% has an average value and
For 17% - low.

Among respondents of late adolescence
High importance of family was noted by 30% of respondents (10% less than in early youth)
For 47% of respondents at this age, the family has an average value (in early adolescence, it is 43%)
23% of respondents in this age category point to the low importance of family in their life.

If we talk about respondents of mature age, then for their majority (74%), the family has an average value. The remaining 26% of respondents were equally distributed

13% attach high importance to the family and
13% - low.

Respondents of mature age also define the “high material position” of the family, its financial prosperity, and well-being as preferable (which we have already mentioned).

Summarizing the above data on the severity of terminal values in girls and women who took part in our study, we can say that most respondents are characterized by clear planning of their life activities. Moreover, the achievement of the set goals is of decisive importance for them.

We also conclude that, despite some differences in value orientations, most of the subjects of all ages we considered are focused on the implementation of their life goals and objectives.

Analysis of the data we received from the point of view of the difference in the marital status of the respondents (who are not in permanent relationships with the opposite sex; who are such; married; and who are parents) allows us to draw the following conclusions:

The most pronounced for girls and women who are legally married, as well as for respondents with children, is the value of “high material status”, which may indicate the desire of these respondents to provide higher material security than at the time of the survey, turn, their family and children.

Of particular importance for respondents who are in permanent relationships with the opposite sex is “spiritual satisfaction”, the desire for peace of mind and harmony.

At the same time, those girls and women who are not in relationships with the opposite sex are preferable to emphasize the value of “self-development”.

**DISCUSSION**

Summarizing the results of the implementation of this method, we can say that for many girls and women (33%) who took part in our study, family and family values, including the value of parenting, are important.

At the same time, the majority of respondents do not fully and fully realize their parental potential, are not motivated to fulfill their parental roles and functions effectively, and, in our opinion, are not ready for the responsible implementation of their social role of “parent”.

At the same time, respondents with a low level of parenting motivation cause particular caution, and such respondents, as our research has shown, are 28% of the sample.
CONCLUSIONS
The results we obtained confirm the idea of many scientists (studies by AKUTINA, 2017; BORLAKOVA, 2009; VASILIEVA, 2017; KOVALEVA, 2005; ORLOVA, 2017; CHERNOVA, 2018, and others) about the need for organization of purposeful work with future parents, focused on increasing their level of parenting motivation as a personal education.

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Resumo
O artigo reflete os resultados da implementação de uma abordagem empírica para o estudo da motivação dos pais como uma educação pessoal, particularmente seu impacto na implementação efetiva dos pais de seu principal papel social - a criação de um filho. Com base nos resultados de uma análise teórica de pesquisas de cientistas, tanto no campo da esfera motivacional do indivíduo quanto no aspecto da “parentalidade” responsável, considerando a parentalidade, por um lado, como uma educação complexa e integrativa, que inclui conhecimentos no domínio da organização de um processo eficaz de educação e desenvolvimento infantil, orientações valorativas, atitudes e expectativas dos pais em relação ao filho, e, por outro lado, como subsistema da família, o que implica não só a unidade dos ideias dos cônjuges sobre a parentalidade, mas também a implementação dessas ideias no contexto da implementação efetiva de seu papel social como “pais”, elaboramos e implementamos um programa para estudar a motivação dos pais.

Palavras-chave: Parente. Motivação parental. Parentalidade consciente. Parental responsável.

Abstract
The article reflects the results of implementing an empirical approach to the study of parenting motivation as a personal education, particularly its impact on parents’ effective implementation of their main social role - raising a child. Based on the results of a theoretical analysis of research by scientists, both in the field of the motivational sphere of the individual and the aspect of responsible “parenting”, considering parenting, on the one hand, as a complex, integrative education, which includes knowledge in the field of organizing an effective process of education and development children, value orientations, attitudes and expectations of parents in relation to their child, and, on the other hand, as a subsystem of the family, which implies not only the unity of the spouses’ ideas about parenting but also the implementation of these ideas within the framework of the effective implementation of their social role as a “parent”, we have designed and implemented a program for studying parenting motivation.

Keywords: Parenting. Parenting motivation. Conscious parenting. Responsible parenting.

Resumen
El artículo refleja los resultados de la implementación de un enfoque empírico para el estudio de la motivación de los padres como educación personal, particularmente su impacto en la implementación efectiva de los padres de su principal función social: criar a un hijo. A partir de los resultados de un análisis teórico de investigaciones realizadas por científicos, tanto en el campo de la esfera motivacional del individuo como en el aspecto de la “paternidad” responsable, considerando la paternidad, por un lado, como una educación compleja e integradora, que incluye conocimientos en el campo de la organización de un proceso efectivo de educación y desarrollo infantil, orientaciones valorativas, actitudes y expectativas de los padres en relación con su hijo, y, por otro lado, como subsistema de la familia, lo que implica no solo la unidad de las ideas de los cónyuges sobre la crianza de los hijos, sino también la implementación de estas ideas en el marco de la implementación efectiva de su papel social como “padres”, hemos diseñado e implementado un programa para estudiar la motivación de los padres.

Palabras-clave: Paternidad. Motivación parental. Paternidad consciente. Paternidad responsable.