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## THE ROLE OF THE MOTHER IN THE DEVELOPMENT AND SOCIALIZATION OF A CHILD WITH DOWN SYNDROME

### Abstract

The article discusses the definition of the role of the mother, traces the transformation of a woman in the course of performing the maternal role as the main one in the process of development and socialization of a child with Down syndrome. The material of the article is based on a generalization of studies by a number of authors on the problem of the relationship "mother - a special child". The article presents the results of an empirical study of social expectations in the mother-child relationship. The purpose of the study was to determine the nature of the relationship between mothers and their children with Down syndrome, showing the assessment of the child by the parent.

**Methods.** In this study, the ODP "Questionnaire of parental relationships" was used. Authors - A.Ya. Varga and V.V. Stolin. The methodology determines the type of parental relationship among persons with whom interaction has been established on the issues of raising children.

**Results.** Two groups were formed for the study: control and experimental. The control group included 88 mothers whose families live in urban areas, the experimental group included 52 mothers whose families live in rural areas. The results are presented in tabular forms and show the presence of various approaches to the upbringing and education of children with Down syndrome.

**Conclusions.** As a hypothesis of the study, it was suggested that the level of complexity of motherhood is determined by the conditions of life, and therefore the role of mothers living in urban and rural areas is reflected in the characteristics of child-parent relationships and the quality of socialization of a child with Down syndrome. The role of the mother in the upbringing and development of a child with Down syndrome is significant and is considered a determining factor in shaping his future.

**Keywords:** Down syndrome, socialization, mother's role, parental attitude

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## ДАУН СИНДРОМЫ БАР БАЛАНЫҢ ДАМУЫ МЕН ӘЛЕУМЕТТЕНУІНДЕГІ АНАНЫҢ РӨЛІ

### Андатпа

Мақалада ананың рөлін анықтау қарастырылады, Даун синдромы бар баланың дамуы мен әлеуметтену процесінде басты рөл ретінде ана рөлін атқару барысында әйелдің өзгеруі қадағаланады. Мақала материалы «ана – ерекше бала» қарым-қатынасы мәселесі бойынша бірқатар авторлардың зерттеулерін жалпылауға негізделген. Мақалада ана мен бала қарым-қатынасындағы әлеуметтік күтулерді эмпирикалық зерттеудің нәтижелері берілген. Зерттеудің мақсаты ата-ананың балаға берген бағасын көрсете отырып, Даун синдромы бар балалардың аналары мен олардың балалары арасындағы қарым-қатынастың сипатын анықтау болды.

**Әдістері.** Бұл зерттеуде «Ата-аналық қарым-қатынас сауалнамасы» ОДП қолданылды. Авторлары – А.Я. Варга және В.В.Столин. Әдістеме балаларды тәрбиелеу мәселелері

бойынша өзара әрекеттестік орнатылған адамдар арасындағы ата-аналық қарым-қатынастың түрін анықтайды.

**Нәтижелер.** Зерттеу үшін екі топ құрылды: бақылау және эксперименттік. Бақылау тобына отбасылары қалада тұратын 88 ана, тәжірибелік топқа отбасылары ауылдық жерде тұратын 52 ана қатысты. Нәтижелер кестелік түрде берілген және Даун синдромы бар балаларды тәрбиелеу мен оқытуда әртүрлі тәсілдер бар екенін көрсетеді.

**Қорытындылар.** Зерттеудің гипотезасы ретінде ана болудың күрделілік деңгейі өмір сүру жағдайларымен анықталады, сондықтан қала мен ауылда тұратын аналардың рөлі бала мен ата-ана қарым-қатынасының ерекшеліктері мен сапасында көрінеді деген болжам айтылды. Даун синдромы бар баланың әлеуметтенуі. Даун синдромы бар баланы тәрбиелеу мен дамытуда ананың рөлі зор және оның болашағын қалыптастыруда шешуші фактор болып саналады.

*Түйінді сөздер:* Даун синдромы, әлеуметтену, ананың рөлі, ата-ана қарым-қатынасы

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## **РОЛЬ МАТЕРИ В РАЗВИТИИ И СОЦИАЛИЗАЦИИ РЕБЕНКА С СИНДРОМОМ ДАУНА**

### *Аннотация*

В статье рассматривается определение роли матери, прослеживается трансформация женщины в ходе выполнения материнской роли как основной в процессе развития и социализации ребенка с синдромом Дауна. Материал статьи основан на обобщении исследований ряда авторов по проблеме взаимоотношений «мать -- особый ребенок». В статье представлены результаты эмпирического исследования социальных ожиданий в отношениях диады мать-ребенок. Целью исследования являлось определение характера отношений между матерями и их детьми с синдромом Дауна, показывающего оценку ребенка родителем.

**Методы.** В данном исследовании был использован ОРО «Опросник родительских отношений». Авторы - А.Я. Варга и В.В.Столина. Методика определяет тип родительских отношений у лиц, с которыми налажено взаимодействие по вопросам воспитания детей.

**Результат.** Для проведения исследования было сформировано две группы: контрольная и экспериментальная. В контрольную группы вошли 88 матерей, семьи которых проживают в городской местности, в экспериментальную группу вошли 52 матери, семьи которых проживают в сельской местности. Результаты изложены в табличных формах и показывают присутствие различных подходов к воспитанию, обучению детей с синдромом Дауна.

**Выводы.** В качестве гипотезы исследования было выдвинуто предположение, что уровень сложности материнства определяется условиями жизнедеятельности, с связи с чем роль матерей, проживающих в городской и сельской местности, отражена в характеристиках детско-родительских отношений и качестве социализации ребенка с синдромом Дауна. Роль матери в воспитании и развитии ребенка с синдромом Дауна значительна и считается определяющим фактором в формировании его будущего.

**Ключевые слова:** синдром Дауна, социализация, роль матери, родительское отношение

**Introduction.** Modern approaches to the study of the maternal role in the development and realization of the capabilities of a child with Down syndrome involve the implementation of theoretical and experimental scientific research that substantiates the manifestation of individual mother constants in relation to the child. The interaction of a mother and a “special” baby is considered in the psychological studies of E.I. Zakharova as a theoretical construct "maternal position" [1, p.330]. A number of studies on this issue deserve special attention: Yu.A. Torchinova about the assignment of a new social role by the mother [2, p. 1237], V.A. Yakupova about the special psychological conditions for the formation of the maternal position [3, p. 100], T.V. Barmina about the quality of the maternal position in the context of the social situation [4, p.9].

A number of foreign and domestic researchers addressed the issue of the mutual influence of the role of the mother and the development of a child with Down syndrome, whose work can be divided into groups according to the nature of the focus of research:

- providing conditions for early intervention in development and provision of corrective assistance (K.A. Dautova, G.A. Dikhanbaeva, E.A. Strebeleva, N.D. Shmatko, G.V. Chirkina, O.G. Prikhodko). In the works of these authors, the issue of early intervention in the development of a child with Down syndrome is actualized. The main problem of the insufficiency of the measures taken in a typical family is the impact of external adverse short-term and long-term factors, which together are considered risk factors for the mother and child development [5, p.45]. For example, in rural areas there may be no necessary social services or correctional adaptive centers where children can receive timely assistance. There may be cases when in some social community where a family with a child lives, a negative attitude can be observed. Negative factors caused by family events should be mentioned: lack of work for parents, difficult financial situation of the family, problematic family relationships, the presence of chronic diseases among family members, etc. In any case, from the above life situations, due to untimely intervention, new conditions may be formed accompanying the life of a child with Down syndrome, and having a destructive effect on the acquisition of a favorable social, developmental and emotional experience.

- ensuring successful mental development through the interaction of the child with a close adult (L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev, E.O. Smirnova, M.D. Ainsworth, D.W. Winnicott).

In studies, the main problem is identified as the role of the mother (close adults), the value of which is the construction of special harmonious relationships, taking into account the peculiar characteristics of the behavior and development of the child. As part of the study, the polar features of the mother's behavior were revealed, from hyperstimulation of the child's weakly manifested social signals to underestimation of the child's abilities, and voluntary "withdrawal" from adjusting and supporting her child [6, p.24]. Particular attention in the research is paid to the psycho-emotional states of the mother and the dynamics of her psychosocial transformation from the moment the child is born, and his entry into the family. From the very beginning of the appearance of a child in a family, the previously formed and generally accepted nature of the relationship between its members, spouses, changes dramatically. The ongoing communication and family cooperation involves various forms of mutual influence of each other, and in some cases not entirely favorable.

- providing socio-psychological assistance to families with a child with Down syndrome, as part of psychological counseling (Zh.M. Nugmanova, G.V. Chirkina, N.N. Shkolnikova, A.V. Zakrepina, N.D. Shmatko). The developed approaches to providing psychological assistance to families are of great importance for medical, social and psychological services, they are actively used by special social centers by accompanying the process of adaptation of the mother (parents) to the special needs of their child. The close interaction of psychologists and the mother contributes to the actualization of the emotional life of the child and overcoming difficulties in his development in the family. In the process of interaction with the family, specialists of medical and social services encounter the problem of parental ideas about the nature of the course of their child's development, explained from the standpoint of their culture, education, and previously acquired social experience. Socio-psychological assistance to the family makes it possible to establish a better interaction between mother and child, to identify issues of maintaining the health and safety of the child, to gain the necessary experience using the resource capabilities of the family [7, p.21]. Each family, being original and individual, differently perceives external assistance from specialists or interested persons of social and psychological services, which implies a variety of forms of parental behavior that impedes the development of a child with Down syndrome.

- involvement of parents with a child with Down syndrome in the implementation of programs of correctional and developmental education (L.T. Isaeva, D.K. Zhankina, L.A. Golovchits, I.Yu. Levchenko, I.A. Vyrodova, T. A.Basilova).

Research discusses the effectiveness of early intervention programs based on the principle of science and practicality and aimed at establishing interaction between mother and child. Approaches have been developed to maintain the necessary social dialogue between a child and his relatives based on his typical social signals, and aspects of an adequate assessment of a child's abilities have been substantiated [8, p.38]. Within the framework of the developed conceptual foundations for the upbringing and education of children with disabilities, approaches to the organization of pedagogical conditions in educational institutions of a compensating type, short stay groups are substantiated, the content of developmental and training programs based on special correctional centers, as well as in the family, is substantiated. The listed methodological support and socio-psychological measures in a wide field cover various variable forms of organization and planning of psychological and pedagogical work with children with Down syndrome, taking into account the actual zone of their development.

In each of the listed approaches in psychological and pedagogical practice, the main place is occupied by the inclusion of parents, and in particular, mothers, in the general measures for the correction and development of children with Down syndrome. In the listed works of the above authors, the subject of discussion of the role of the mother and the depth of her understanding of the main tasks of socialization and adaptation of the child can be traced. In different cases, these approaches are completely different.

However, it is necessary to consider more widely not only the social significance of the mother's role in the social situation of the development of her child with Down syndrome, but also the value-semantic sphere of the mother's personality, which determines her attitude to her own role as the mother of a "special" child. Research in this direction allows us to study the mutual influence of the mother's activity in relation to the effective socialization of her child and his development in the context of the maximum realization of opportunities. The study of this interdependence creates the conditions for a broad consideration of the system of actual motives of the mother in the process of raising a child with Down syndrome.

Assimilation of the role of a mother by a woman who has given birth to a "special" child is carried out gradually. During pregnancy, the expectant mother, due to the natural and happy process of expecting a baby, does not yet assume what kind of information she will have to meet after the birth of a "special" child, how much new things she will need to learn, re-read, and endure difficulties.

The psychological literature of the American researcher Elisabeth Kübler-Ross speaks of several stages of accepting a difficult life situation related to the health of relatives: disbelief in the fact of what is happening, deep despair, an active search for a way out of an unsolvable situation, apathy and acceptance [9, p.1]. In support of this theory, the author L. Zimina, who is a mother and raises a child with Down syndrome, describes a life example of her experiencing stress from the beginning of the birth of her daughter in Israel [10, p.1]. Particularly noteworthy is the description of the fact of the birth of a child with this diagnosis, which from the very beginning was not considered a disease in the clinic, according to the attending physician, but was a completely natural case, on which no one focused attention. Nevertheless, visiting L. Zimina in connection with the birth of her daughter, a social worker described her condition as "severely injured", and that "gradually the resulting wound should heal, but the scar will remain. However, over time, her child will receive the necessary love, and that the real attitude towards the problem will gradually disappear.

In this case, the description of the situation of the birth of a child with Down syndrome and everything that happens around, the reaction of the immediate environment in the event of a birth is a classic example of what any woman experiences in a similar situation. The first experience of internal transformation is stepping over the former social stereotypes conditioned by society. The next step is spiritual growth through a renewed vision of the surrounding reality and the understanding that the fate of the born is in the "hands of the mother." Gradually, over a small amount of time, a woman makes decisions regarding the vital aspects of her child and herself: to accept the situation as a given and live a fulfilling life. In this situation - against the background of the mother's stress, her difficult experiences, spiritual and mental transformation - the main thing is to determine the social prospects for the child and find the necessary external and internal resources in the framework of the formation of new relationships within the family outside it [11, p.59].

The development of a child with Down syndrome differs markedly from the development of a healthy child, however, there is much in common in this process. From the earliest stage of development, the basis of personality begins to form. A child with Down syndrome, as well as a healthy one, requires careful and careful household care and is aimed at maintaining emotional contact and interaction with the mother from birth. The first days of mother's interaction with the baby are important in determining her behavior, attitude and understanding of her own role in the further development of the baby.

However, in the study of infants in this group, it was revealed that aspects of social signals are slightly activated in children: slow eye contact and slow reflex reactions. For the mother, this presents the problem of difficult-to-read signals in the course of establishing a favorable mutual relationship. Children with Down syndrome have narrow ear canals, which affects their auditory perception of environmental sounds, concentration on familiar sounds and their recognition. Speech in children is formed late due to intellectual retardation, decreased muscle tone and possible diseases of the middle ear. Children have problems with orientation in their own tactile sensations, which delays not only the pronunciation of sounds, but also the ability to respond to the merits of a given appeal. In this regard, the child's mother is forced to turn to narrow specialists, special organizations, to maintain contact with families in which there is a similar situation [12, p.112].

Noticeable deviations in development already in the first year of life of a child with Down syndrome increase the activity of the mother in creating conditions for the formation of the necessary mental neoplasms. At this stage, the experiences of the mother are characterized by negative scenarios. But against the background of strengthening mutual influence of the role of mother and child, a new stage of relations is being formed - the stage of love and affection. Despite the difficulties in intellectual development, the emotional sphere of the child is practically preserved - children know how to express their affection: they are affectionate and friendly, they can be embarrassed and smile, in addition, children can be irritable and aggressive. Against the background of manifesting emotional reactions, children are able to imitate adults well, therefore they are able to acquire good self-service skills.



The level of personal achievements of the child may be different, it will depend on the conditions created and, first of all, the “personal contribution” of the mother to the development of the child. If there are any restrictions on the realization of opportunities, there will be a tendency in development to a decrease in the quality of life. In this case, it should be argued about the fact of the mother's adaptation to the birth of a "special" child. Understanding the condition of a woman is of significant value in the course of studying her maternal role in meeting the needs of the child.

Emily Pearl Kingsley's (1987) book “Welcome to Holland!”, the mother of a child with Down's Syndrome, is a fascinating description of the mental transition from one wishful expectation to another, independent of the will of their possessor.

A sudden change in the conditions of stay creates the circumstances of the need for adaptation and adaptation against the background of an irreparable loss of the past [13, p.12]. The author deliberately focuses the reader's attention on the fact that there can always be losses in a person's life, and even very serious and important ones, but if you are in a state of constant worry about an irreparable loss, then you can miss a lot of good things that are around at the moment in new conditions. Thus, the future life tasks of the maternal role begin to be realized by a woman against the background of reflection and unconditional acceptance of the current life situation. In the process of a deep personal crisis and at the stage of transformation, new personal neoplasms are formed in the woman's psyche. Understanding one's own role in the development and socialization of a child is based on the personal meanings of motherhood and one's "place" in the process of upbringing, which are manifested in the specific content of the quality of the mother's social role. The interaction of a mother with a child is reflected in behavioral characteristics that have a fundamental impact on the socialization of the child and determine the level of his mental development in the future.

The world practice of family-pedagogical and socio-psychological experience of raising children with Down syndrome is completely different, however, there are positive examples of education when high levels of education and socialization have been achieved. This happened in those cases when the mother and other family members stopped “suffering”, and actively took up the work of developing their child or family member. Only the broadcasting of selfless and natural love in the family, and the application of joint efforts in the matter of education, could have a positive effect, despite the specific genetic characteristics.

As such an example, we should mention the work of Ringsley Jason and Levitz Mitchell "Count Us In: Growing Up with Syndrome" (Consider that we are in the game) [14, p.1]. The authors of the book are Americans with Down syndrome. Help in writing was provided by parents.

The main argument for writing the work was the denial of social stereotypes that have developed in society in relation to children with Down syndrome and the medical and social problem of Down syndrome itself. The book describes the success of young people: Jason and Mitchell graduated from high school, started working. Children have the opportunity to travel and communicate closely with young people, play music and play sports. As an appeal to the obstetrician, a protest message was prepared about a big mistake in providing the mother (parents) with premature recommendations and advice regarding a child born with Down syndrome:

following the advice of a doctor when raising "special" children can cause irreparable harm and damage to their mental health, development and full life, such an approach to socialization should be called discrimination against children with disabilities. In both cases of upbringing and development of young people with Down syndrome, a significant role of their mothers is indicated.

**Methods.** To conduct the study, the ORO methodology "Questionnaire of parental relationships" was used. Authors - A.Ya. Varga and V.V. Stolin [15, p.1]. The questionnaire is used to determine the type of parental relationship among persons with whom interaction has been established on the issues of raising children. In the context of the definition of the concept of "parental attitude", a number of aspects of the perception and attitude of the mother to the child are understood: the character and personality of the child, building relationships with him, the manifestation of behavioral stereotypes, and the focus on the self-realization of the child.

1. The questionnaire consists of 61 questions and has five scales, each of which reflects the integral emotional attitude towards the child. The respondents' answers come from the position of "agree - disagree", which are interpreted in accordance with the high, medium and low level of manifestation of the attitude.

2. Scale "Acceptance - rejection". In accordance with the content of the scale indicators, the polar characteristics are considered when evaluating the child by parents: from accepting him in the "as is" state with an expression of respect and approval, to a negative assessment of the abilities and capabilities of their child.

3. Scale "Cooperation". In accordance with the content of the scale, the indicators reflect the desired image of the child, according to which the mother (parents) provide him with maximum assistance in development, highly appreciate his, even insignificant, successes, support interaction on an equal footing, trusting him.

4. Scale "Symbiosis". The scale indicators determine the nature of interpersonal distance in communication between mother and child. The qualitative content of the scale at high scores shows the presence of symbiotic relationships - the effect of a single whole.

In the opposite case, the relationship develops on the contrary, the mother distances herself from the child, while not presenting him with the conditions for the manifestation of independence. In each of the variants of relations, increased anxiety of parents can be traced, but the manifestation of the quality of interaction depends on the orientation of a close adult towards personal autonomy.

5. Scale "Authoritarian hypersocialization". The content of the scale provides indicators of the manifestation of forms of control over the child's behavior. Accordingly, with high scores, one can interpret the authoritarian style of control, characterized by strict discipline in relationships and obedience to the child. All issues related to the child (achievements, compliance with the rules), including individual characteristics, thoughts and feelings, are under the control of the parent.

6. Scale "Little Loser". The content of the scale determines the characteristics of the perception and understanding of the child by the mother. High scores indicate when a close adult does not recognize the desires and hobbies of the child, which creates the conditions for his infantilization. The manifestation of disapproval of his actions and achievements towards a child in a relationship shows a tendency to classify him as socially untenable.

**Results:** The purpose of the study was to determine the nature of the relationship between mothers and their children with Down syndrome, showing the assessment of the child by the parent. In total, 88 mothers took part in the remote survey, of which:

- 34 participants were invited with the assistance of the Center "Sunny Children" in Karaganda;
- 28 participants were invited with the assistance of KSU "Rehabilitation Center No. 2", Akimat of Nur-Sultan;
- 26 participants were invited with the assistance of the Public Fund "Kun Bala", Almaty.

For the expert who conducted the study, the names of the survey participants were not reported according to the ethical side of the problem under discussion, so the personal data of the participants were recorded in the form of codes. However, the results obtained during the study were brought to the attention of interested parties and discussed by specialists in order to plan further work with families at the place of residence.

The results of the study of the nature of the relationship are presented in Table 1, which shows that in the relationship between mother and child there are different approaches to the upbringing, education of children with Down syndrome, their perception as a member of the family and society.

Table 1 - Identified indicators of the nature of the relationship by the number of participants in the study in percent

Scales	High level	Average level	low level
Acceptance-rejection	33 %	51 %	16 %
Cooperation	23 %	52 %	25 %
Symbiosis	18 %	55 %	27 %
Authoritarian hypersocialization	21 %	40 %	39 %
little loser	31 %	35 %	34 %

Of the total number of mothers surveyed (88), 31% of women perceive their child as a "little loser", 21% show excessive authoritarianism towards the child, 27% do not find approaches to the child to establish close relationships and establish a visible distance, 25% - do not want to delve into the "nature" of their child, are not interested in his abilities and interests, 16% - practically have negative feelings for the child, do not support him and do not believe in his future.

The obtained indicators should be considered in accordance with the results in points. For this, qualitative indicators were calculated in percent in accordance with the parameters of the percentile rank of the methodology (Table 2).

Table 2 - Identified average indicators of the group of subjects by the number of points in the ratio of the quality of the manifestation of the nature of the relationship

Scales	High level	Percent	low level	Percent
Acceptance-rejection	28	100%	6	0,63
Cooperation	7,4	39,5%	1,4	4,2%
Symbiosis	6,4	94,5%	1,3	30,5%
Authoritarian hypersocialization	6	95,7%	1,6	20,5%
little loser	7	100	1,6	57,5%

**Conclusions:** According to the table, the polarity of the selected data on the "Acceptance - Rejection" scale is significant from 6 points to 28 points, which indicates that in the studied practice of interaction between mothers and children, there are different approaches to the perception of the child's personality, respect for his individuality, support for a long and productive life. interactions.

A high score of "Child Acceptance" was found in 33% of mothers, respectively, a low level was found in 16%. For the rest of the group of mothers (51%), the definition of attitude towards the child was divided as follows: 25% expressed more "rejection" than "acceptance", and 26% expressed more "acceptance" than "rejection". Unfortunately, a fairly large proportion of mothers experience irritation in relation to the child, and often such an attitude is formed unconsciously. Mothers are oppressed by the present situation in the family, they are removed from education, in connection with which they do not devote enough time to children, do not pay attention to the inclinations they have. According to the table, the values of high percentages can be stated as positive. Therefore, the lower the percentage of the scale value, the more alarming the indicator is in relation to the established relationships in the family between the mother and the child with Down syndrome.



In accordance with the indicators of the "Cooperation" scale, a high score was found in 23% of the women surveyed, a low score in 25%, respectively, 22% of mothers showed a tendency to cooperate with the child in communication, and 30% - the desire to cooperate with the child pretty insignificant. It follows that less than half of the mothers (39) who participated in the survey are able to communicate with the child on an equal footing, encourage him to take any initiative and independence, and believe in the development of his inclinations. The rest of the mothers (49) do not try to encourage the child's individuality, they direct him to joint activities, do not support close communication.

A high score on the "Symbiosis" scale was found in 18% of the mothers surveyed. This is an insufficient percentage in comparison with other indicators. A low percentage was determined in 27%, and an average percentage in 55% of mothers. The readiness of the mother to be always close to the child, to eliminate any social and psychological distances, shows her attitude to meet the basic needs of the child.

According to the "Authoritarian hypersocialization" scale, it was determined that 21% of mothers believe that it is right to behave authoritatively towards a child. This group of mothers imposes their will and sets disciplinary boundaries.

For 39% of mothers, this approach to raising a child is completely unacceptable, their home control is built on trust and respect, in addition, this group of women has good pedagogical inclinations, so it is easy for them to create a favorable psychological climate when interacting.

The attitude towards the child in accordance with the indicators of the "Little Loser" scale is defined as follows: 31% of mothers showed a high level of manifestation of attitude, 34% - a low level of manifestation, 17% are mothers who are more inclined to consider the child a "loser" and 18%, respectively, are less likely to consider their child a "loser". The mother's negative attitude towards the near future of the child, disbelief in the development of his abilities, disbelief in the possibility of successful socialization and education, form a biased attitude and a destructive influence on the development of a child with Down syndrome.

In accordance with the results obtained, the indicators of the interviewed mothers differ significantly from each other. Accordingly, a factor analysis was carried out not only in terms of the quality of manifestation of one or another type of interaction in the mother-child dyad, but also a group of the most prosperous mothers (families) (14%) and a group of mothers (families) (6%) who need immediate provision of psychological, psychological-pedagogical and medical-educational assistance.

The indicators of the group of mothers who proved to be unfavorable in terms of upbringing and perception of the child's personality indicate the absence of conditions for building harmonious relationships, self-withdrawal from upbringing and full-fledged care for the child, underestimation of the child's abilities, disrespect for the child's personality. In this situation, it is necessary to establish close interaction between psychologists and the mother, which will contribute to the actualization of the emotional life of the child and to overcome difficulties in his development in the family.

The role of the mother in the upbringing and development of a child with Down syndrome is significant and is considered a determining factor in shaping his future. In a family, a child can get into different conditions - both favorable and unfavorable. The creation of conditions for children to receive a positive social experience occurs with the participation of all its members. Providing conditions for the manifestation of independence, involvement in activities in order to achieve minor and gradual success, and most importantly, the creation of conditions and an atmosphere of family warmth and love, will be the main thing in building a favorable relationship between a mother and a child with Down syndrome.

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