УДК 159.922.7
DOI: 10.36979/1694-500X-2026-26-6-202-210

МАТЕРИНСКАЯ ЭМОЦИОНАЛЬНАЯ РЕГУЛЯЦИЯ КАК ФАКТОР РАЗВИТИЯ ЭМОЦИОНАЛЬНОЙ И ПОВЕДЕНЧЕСКОЙ САМОРЕГУЛЯЦИИ ДЕТЕЙ СРЕДНЕГО ДЕТСКОГО ВОЗРАСТА

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Аннотация. Рассматриваются стратегии эмоциональной регуляции у матерей, которые, в свою очередь, влияют на эмоциональную и поведенческую саморегуляцию детей в среднем детском возрасте (7–10 лет), с учетом аспектов развития. Исследование опирается на теорию социализации эмоций и модели развития саморегуляции. На основании интегрированных концепций название отражает предложенную последовательность развития, в которой материнская эмоциональная регуляция функционирует как контекстуальный фактор, влияющий на эмоциональные, а впоследствии и поведенческие способности детей к саморегуляции. В соответствии с теоретической перспективой, статья рассматривает материнскую эмоциональную регуляцию как ключевой контекстуальный фактор, формирующий развитие регулятивных способностей детей на критическом этапе социально-эмоционального созревания. В статье предлагается концептуальная модель развития, в которой стратегии регуляции эмоций у матерей влияют на саморегуляцию детей через несколько взаимосвязанных путей. Во-первых, поведение матерей, направленное на регуляцию эмоций, служит моделью для обработки эмоций и стратегий преодоления трудностей у детей посредством обучения через наблюдение. Во-вторых, способность матерей управлять собственными эмоциональными реакциями способствует качеству воспитания, ориентированного на эмоции, включая эмоциональное консультирование, поддерживающее общение и конструктивную реакцию на эмоциональные проявления детей. В-третьих, предполагается, что эти родительские процессы способствуют постепенному усвоению навыков регуляции, поддерживая эмоциональную регуляцию детей и, впоследствии, их поведенческий самоконтроль. Также утверждается, что средний детский возраст представляет собой чувствительный период развития, в течение которого прогресс в когнитивном контроле, эмоциональной осведомленности и социальной компетентности создает условия для закрепления навыков саморегуляции. В этом контексте регуляция эмоций матерью может играть особенно важную роль в формировании адаптивных реакций детей на эмоционально сложные ситуации. Предложенная концептуальная модель подчеркивает последовательную взаимосвязь между эмоциональной и поведенческой саморегуляцией и акцентирует внимание на важности эмоционального климата семьи в развитии регулятивных компетенций. В результате исследований в области психологии развития, изучения социализации эмоций и моделей саморегуляции эта статья способствует более целостному пониманию эмоциональных процессов между родителями и детьми. Представленная в статье концептуальная модель также указывает направления для будущих эмпирических исследований, изучающих, как конкретные стратегии материнской регуляции могут по-разному влиять на эмоциональную и поведенческую адаптацию детей в среднем детском возрасте.

Ключевые слова: регуляция эмоций у матери; саморегуляция у ребенка; поведенческая регуляция; социализация эмоций; взаимодействие родителей и детей; эмоциональный климат в семье; средний детский возраст; механизмы развития; семейный контекст.

ОРТО КУРАКТАГЫ БАЛДАРДЫН ЭМОЦИОНАЛДЫК ЖАНА ЖҮРҮМ-ТУРУМДУК ӨЗҮН-ӨЗҮ ЖӨНГӨ САЛУУСУНУН ӨНҮГҮҮ ФАКТОРУ КАТАРЫ ЭНЕНИН ЭМОЦИОНАЛДЫК ЖӨНГӨ САЛЫНЫШЫ

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Аннотация. Бул макалада эненин эмоциясын жөнгө салуу стратегиялары каралат, бул өз кезегинде өнүгүү аспектилерин эске алуу менен орто балалык курakta (7–10 жаш) балдардын эмоционалдык жана жүрүм-турумдук өзүн өзү жөнгө салуусуна таасир этет. Изилдөө эмоцияны социалдаштыруу теориясына жана өзүн-өзү жөнгө салуунун өнүгүү моделдерине таянат. Бул концепцияларды бириктирип, аталыш эненин эмоционалдык жөнгө салуусу балдардын эмоционалдык, андан кийин жүрүм-туруму, өзүн-өзү жөнгө салуу жөндөмдүүлүктөрүнө таасир этүүчү контексттик фактор катары кызмат кылган өнүгүүнүн сунушталган ыраатуулугун чагылдырат. Бул теориялык көз карашка ылайык, макалада социалдык-эмоционалдык жетилүүнүн критикалык этабында

балдардын регулятивдик жөндөмдүүлүгүн өнүктүрүүнүн негизги контексттик фактору катары эненин эмоционалдык жөнгө салынышы каралат. Бул макалада эненин эмоциясын жөнгө салуу стратегиялары өз ара байланышкан бир нече жолдор аркылуу балдардын өзүн-өзү башкаруусуна таасир этүүчү концептуалдык өнүгүү моделин сунуштайт. Биринчиден, эненин эмоцияны жөнгө салуучу жүрүм-туруму балдардын эмоциясын иштетүү жана байкоо жүргүзүү аркылуу күрөшүү стратегиялары үчүн үлгү катары кызмат кылат. Экинчиден, энелердин өздөрүнүн эмоционалдык жоопторун башкара билүүлөрү эмоцияга багытталган ата-энелик тарбиянын сапатын, анын ичинде эмоционалдык кеңештерди, колдоочу баарлашууну жана балдардын эмоционалдык билдирүүлөрүнө конструктивдүү жоопторду жеңилдетет. Үчүнчүдөн, бул ата-энелик процесстер балдардын эмоционалдык жөнгө салуусун жана андан кийин алардын жүрүм-турумдук өзүн-өзү башкаруусун колдоо, жөнгө салуу көндүмдөрүн акырындык менен өздөштүрүүсүнө көмөктөшүүсү сунушталат. Макалада ошондой эле орто балалык чак когнитивдик башкаруудагы, эмоционалдык аң-сезимдеги жана социалдык компетенттүүлүктөгү прогресс өзүн-өзү жөнгө салуу көндүмдөрүн консолидациялоо үчүн шарттарды түзгөн сезгич өнүгүү мезгилин билдирери айтылат. Бул контекстте эненин эмоциясын жөнгө салуу балдардын эмоционалдык татаал кырдаалдарга ыңгайлашуу реакциясын калыптандырууда өзгөчө маанилүү ролду ойношу мүмкүн. Сунушталган концептуалдык модель эмоционалдык жана жүрүм-турумдук өзүн-өзү жөнгө салуунун ортосундагы ыраттуу байланышка басым жасап, жөнгө салуучу компетенцияларды өнүктүрүүдө үй-бүлөнүн эмоционалдык климатынын маанилүүлүгүн белгилейт. Өнүгүү психологиясынын, эмоциянын социализациясынын жана өзүн-өзү жөнгө салуу моделдеринин изилдөө жыйынтыктарын синтездөө менен, бул макала ата-энелер менен балдардын ортосундагы эмоционалдык процесстерди толугураак түшүнүүгө өбөлгө түзөт. Макалада берилген концептуалдык модель ошондой эле энелик жөнгө салуунун конкреттүү стратегиялары балдардын орто балалык куракгагы эмоционалдык жана жүрүм-турумунун тууралануусуна дифференциалдуу түрдө кандайча таасир эте аларын изилдеген келечектеги эмпирикалык изилдөөлөрдүн багыттарын көрсөтөт.

Түйүндүү сөздөр: эненин эмоциясын жөнгө салуу; баланын өзүн-өзү жөнгө салуусу; жүрүм-турумду жөнгө салуу; эмоцияларды социалдаштыруу; ата-эне менен баланын өз ара аракети; үй-бүлөдөгү эмоционалдык климат; орто балалык; өнүгүү механизмдери; үй-бүлөлүк контекст.

MATERNAL EMOTION REGULATION AS A PREDICTOR OF CHILDREN'S EMOTIONAL AND BEHAVIORAL SELF-REGULATION IN MIDDLE CHILDHOOD

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Abstract. This article examines maternal emotional regulation strategies, which in turn influence children's emotional and behavioral self-regulation in middle childhood (ages 7–10), with developmental implications. The study draws on emotion socialization theory and developmental models of self-regulation. Integrating these concepts, the title reflects the proposed developmental order in which maternal emotional regulation functions as a contextual factor influencing children's emotional and, subsequently, behavioral self-regulation abilities. Integrating these theoretical perspectives, the article conceptualizes maternal emotion regulation as a key contextual factor shaping the development of children's regulatory capacities during a critical stage of socio-emotional maturation. The paper proposes a developmental framework in which maternal emotion regulation strategies influence children's self-regulatory functioning through several interconnected pathways. First, maternal regulatory behaviors serve as models for children's emotional processing and coping strategies through observational learning. Second, mothers' ability to manage their own emotional responses contributes to the quality of emotion-related parenting practices, including emotional coaching, supportive communication, and constructive responses to children's emotional expressions. Third, these parental processes are assumed to facilitate the gradual internalization of regulatory skills, supporting children's emotional regulation and, subsequently, their behavioral self-control. The article further argues that middle childhood represents a sensitive developmental period in which advances in cognitive control, emotional awareness, and social competence create conditions for the consolidation of self-regulatory abilities. Within this context, maternal emotion regulation may play a particularly significant role in shaping children's adaptive responses to emotionally challenging situations. The proposed framework highlights the sequential relationship between emotional and behavioral self-regulation and emphasizes the importance of family emotional climate in the development of regulatory competencies. By synthesizing findings from developmental psychology, emotion socialization research, and models of self-regulation, this article contributes to a more integrated understanding of parent-child emotional processes. The conceptual model outlined in the paper also provides directions for future empirical research examining how specific maternal regulatory strategies may differentially influence children's emotional and behavioral adjustment during middle childhood.

Keywords: maternal emotion regulation; child self-regulation; behavioral regulation; emotion socialization; parent-child interaction; family emotional climate; middle childhood; developmental mechanisms; family context.

Introduction. In recent decades, the concept of self-regulation has become one of the central constructs in developmental psychology due to its significant role in children's psychological adjustment, academic achievement, and social competence. Research consistently demonstrates that self-regulatory processes function as key mechanisms underlying adaptive functioning across multiple developmental domains. In particular, emotional regulation – the ability to modulate affective arousal – and behavioral regulation, including inhibitory and effortful control, are considered foundational components of children's successful socio-emotional development. Theoretical and empirical contributions of scholars such as Nancy Eisenberg and Adele Diamond emphasize that the development of self-regulation is closely associated with advances in executive functioning and the maturation of cognitive control systems [1, с. 143–431].

Increasing scholarly attention to self-regulation reflects growing evidence that regulatory processes act as transdiagnostic mechanisms underlying a wide range of psychological difficulties. Research in the field of emotion regulation, including the process-oriented model proposed by James J. Gross, indicates that deficits in regulatory capacities are associated with heightened vulnerability to anxiety, depression, and behavioral problems. Consequently, understanding the developmental antecedents of self-regulation has become a critical objective in both developmental science and preventive mental health research [2, с. 495–525].

Middle childhood represents a particularly important developmental period for the consolidation of regulatory capacities. During this stage, children gradually internalize emotion regulation strategies that were initially supported by caregivers and begin to apply them independently in social and academic contexts. This developmental transition coincides with significant improvements in executive functioning, including working memory, cognitive flexibility, and inhibitory control, which further support the emergence of more complex forms of behavioral self-regulation.

Within this developmental framework, the family environment plays a fundamental role in shaping children's regulatory capacities. Emotion socialization theories highlight the importance of parental emotional processes, including caregivers' own strategies of emotion regulation, as key contextual influences on children's emotional development. Maternal emotion regulation strategies may affect children's regulatory development through multiple pathways, including modeling emotional responses, shaping the emotional climate of the family, and influencing parenting practices related to emotional guidance and support.

The relevance of this topic is further supported by global public health data. According to World Health Organization, approximately one in seven adolescents worldwide experiences a mental health condition, and about half of all lifetime mental disorders begin before the age of eighteen. These statistics highlight the importance of identifying early developmental processes that contribute to psychological resilience and emotional competence. Investigating the relationship between maternal emotion regulation strategies and children's emotional and behavioral self-regulation during middle childhood therefore represents an important step toward understanding mechanisms that may support healthy developmental trajectories and reduce the risk of later psychological difficulties.

Taken together, the integration of developmental, emotional, and family-contextual perspectives underscores the scientific relevance of examining maternal emotion regulation as a potential determinant of children's self-regulatory capacities. Such an approach contributes to a deeper theoretical understanding of emotion socialization processes and provides a conceptual foundation for future empirical research and preventive interventions aimed at supporting children's socio-emotional development.

Research methodology. The development of children's self-regulation has been examined across several major theoretical traditions in developmental psychology, each emphasizing different mechanisms through which regulatory capacities emerge and become internalized over the course of childhood. Collectively, these approaches highlight the importance of social interaction, caregiver–child relationships, cognitive maturation,

and neurobiological processes in shaping children's emotional and behavioral regulation.

Sociocultural and relational perspectives. One of the earliest theoretical foundations for understanding self-regulation can be traced to the sociocultural developmental framework proposed by Lev Vygotsky (1978). Within this perspective, regulation is conceptualized as a socially mediated process that originates in interpersonal interactions and is gradually internalized by the child. According to this view, children initially rely on caregivers to structure and guide their behavior through external regulation. Over time, these externally guided processes become internalized, enabling children to regulate their own emotional and behavioral responses. This framework introduced the important concept of co-regulation, whereby caregivers scaffold children's regulatory processes before these abilities become autonomous [3, с. 1–9].

Complementary insights into the relational foundations of regulation were provided by Donald Winnicott (1965), who emphasized the significance of the caregiver's "holding environment." Winnicott conceptualized the caregiving relationship as a psychologically supportive space in which the child's early emotional experiences are contained, organized, and gradually integrated. Within such an environment, the caregiver's sensitive responsiveness allows the child to develop basic capacities for emotional stability and self-organization.

Attachment theory further elaborated the relational context of emotional regulation. John Bowlby (1982) proposed that children's regulatory capacities develop within the framework of attachment relationships. According to attachment theory, consistent and sensitive caregiving fosters secure attachment, which in turn provides a psychological foundation for effective emotional regulation. Children who experience reliable caregiver responsiveness are more likely to develop organized strategies for managing distress and regulating emotional arousal.

While early developmental theories emphasized relational processes, later research increasingly focused on the individual-level mechanisms of emotion regulation. A central contribution to this line of work was made by James J. Gross (2024), who proposed the process model of emotion regulation. Gross conceptualized emotion regulation as a set of processes through which individuals influence the onset, intensity, duration, and expression of emotional responses. His framework distinguishes between antecedent-focused strategies (e.g., cognitive reappraisal) and response-focused strategies (e.g., suppression), providing a systematic model for understanding regulatory processes across the lifespan [4].

Developmental scholars subsequently extended these ideas to childhood. Pamela Cole and colleagues emphasized that emotion regulation should not be understood solely as the suppression of emotional expression. Rather, regulation involves the adaptive modulation of emotional arousal within specific situational contexts, allowing individuals to respond flexibly to environmental demands.

Building on these theoretical foundations, Nancy Eisenberg and her collaborators developed emotion socialization theory, which highlights the role of parental emotional processes in shaping children's regulatory development. According to this perspective, children learn regulatory skills through several interrelated parental influences, including parental emotional modeling, reactions to children's emotional expressions, and conversations about emotions. Through these mechanisms, caregivers play a crucial role in guiding children toward more adaptive strategies for managing emotional experiences.

Expanding this framework, Alyssa Morris and colleagues proposed the Tripartite Model of Family Influence on Children's Emotion Regulation. This model identifies three primary pathways through which family environments influence children's regulatory development:

1) parental modeling of emotional expression and regulation;

2) emotion-related parenting practices (such as emotion coaching or punitive responses);

3) the overall emotional climate of the family.

Together, these mechanisms provide a comprehensive framework for understanding how family processes contribute to children's emotional and behavioral regulation.

Neurobiological perspectives on regulation. In addition to psychological and relational

approaches, contemporary research increasingly incorporates neurobiological perspectives on regulatory development. One influential contribution is the Polyvagal Theory proposed by Stephen Porges (2011). This theory emphasizes the role of the autonomic nervous system, particularly vagal functioning, in supporting emotional regulation and social engagement. According to this perspective, physiological regulation of arousal plays a fundamental role in enabling adaptive emotional responses [5].

Research on stress physiology has further demonstrated how regulatory systems are shaped by caregiving environments. Megan Gunnar and colleagues have shown that the functioning of the hypothalamic – pituitary – adrenal (HPA) axis, a central component of the body's stress response system, is influenced by early caregiving experiences. Supportive caregiving environments can buffer stress responses, thereby promoting more adaptive regulatory functioning.

From the perspective of interpersonal neurobiology, Daniel J. Siegel (2012) has emphasized the importance of caregiver–child attunement in shaping neural integration processes. According to this approach, emotionally attuned interactions between caregivers and children contribute to the development of neural networks that support emotional awareness, impulse control, and adaptive behavioral regulation.

Another important line of research focuses on behavioral regulation and executive functioning. Within this framework, Adele Diamond (2013) has identified core executive processes-such as inhibitory control, working memory, and cognitive flexibility – as fundamental components of behavioral self-regulation. These cognitive control mechanisms undergo substantial development during middle childhood, as maturation of the prefrontal cortex supports increasingly sophisticated regulatory abilities.

Complementing these cognitive approaches, social learning theory provides additional insights into the development of regulatory behavior. Albert Bandura (1986) introduced the concept of self-regulatory agency, emphasizing that individuals develop regulatory skills through observational learning, self-monitoring, and the development of self-efficacy beliefs. According to this perspective, children learn regulatory strategies by observing significant others, including parents, and gradually acquire the ability to regulate their own behavior through internalized standards and expectations.

Results. Empirical studies have increasingly examined how maternal emotional processes influence children's regulatory development. Longitudinal and interaction-based research has demonstrated that maternal emotion regulation strategies are associated with various child outcomes, including emotional competence, behavioral adjustment, and social functioning. Studies by researchers such as Spinrad (2004) and colleagues have shown that parental emotional expressivity and regulation are related to children's emotional responsiveness and prosocial behavior.

More recent research has also explored mediational pathways, demonstrating that children's emotion regulation may function as an intermediate mechanism linking parental emotional processes to broader behavioral outcomes. For example, studies by Perry (2020) and colleagues and Rolo (2024) and colleagues indicate that parental emotional functioning can influence children's behavioral adjustment through its impact on the development of emotional regulation capacities.

Advances in methodological approaches have further expanded this research area. Dynamic interactional studies have begun to examine moment-to-moment co-regulatory processes within parent–child interactions. Such analyses reveal how regulatory behaviors unfold in real time during dyadic exchanges, highlighting the bidirectional and dynamic nature of regulatory development.

Integrative perspective. Taken together, these theoretical and empirical traditions converge on the understanding that self-regulation is a multilevel developmental phenomenon shaped by the interaction of relational, cognitive, and physiological processes. Sociocultural and attachment theories emphasize the foundational role of caregiver–child relationships; emotion socialization frameworks highlight parental emotional processes; neurobiological perspectives reveal underlying physiological mechanisms;

and cognitive models focus on executive control processes. Within this integrative perspective, maternal emotion regulation strategies emerge as a meaningful contextual factor influencing the development of children's emotional and behavioral self-regulation during middle childhood.

The present study is theoretically grounded in several influential frameworks within developmental and emotion regulation research. These approaches collectively provide a conceptual basis for understanding how maternal emotion regulation strategies may influence the development of children's emotional and behavioral self-regulation during middle childhood. In particular, the theoretical reference points for this study include emotion socialization theory, family-context models of emotional development, and process-oriented models of emotion regulation.

One of the central theoretical foundations of this study is the emotion socialization framework developed by Nancy Eisenberg (2010) and colleagues. According to this perspective, children's regulatory capacities develop within the context of parental emotional processes and socialization practices. Eisenberg and collaborators propose that parents influence children's emotional development through several interconnected mechanisms. Through these processes, children gradually learn how emotions can be expressed, interpreted, and regulated within social contexts. Emotion socialization theory further emphasizes that supportive parental responses to children's emotions contribute to the development of adaptive emotional regulation strategies, which in turn facilitate children's social competence, prosocial behavior, and psychological adjustment. Within the context of the present study, Eisenberg's framework is particularly relevant because it conceptualizes parental emotional functioning as a key contextual factor shaping the development of children's self-regulatory abilities [6].

A second important theoretical reference is the family context model of emotion regulation proposed by Alyssa Morris and colleagues. The authors introduced the Tripartite Model of Family Influence on Children's Emotion Regulation, which identifies three primary mechanisms through which family processes shape children's regulatory capacities. The first mechanism involves parental modeling of emotional expression and regulation, whereby children observe and internalize their caregivers' strategies for managing emotions. The second mechanism includes emotion-related parenting practices, such as parental responses to children's emotional experiences, emotion coaching, and disciplinary strategies. The third mechanism concerns the overall emotional climate of the family, including patterns of emotional communication, warmth, and conflict within family relationships. By emphasizing these multiple pathways of influence, Morris and colleagues provide a comprehensive framework for understanding how maternal emotion regulation strategies may operate within the broader relational and emotional context of family life [7, c. 1–18].

Another key conceptual reference for the present study is the process model of emotion regulation developed by James J. Gross. His model distinguishes between antecedent-focused strategies, which occur before emotional responses are fully activated (such as situation selection or cognitive reappraisal), and response-focused strategies, which occur after emotional responses have already been generated (such as suppression of emotional expression). In the context of the present study, Gross's model offers an important conceptual foundation for examining maternal emotion regulation at the level of individual psychological processes. Specifically, it allows maternal regulatory strategies to be conceptualized not only as behavioral responses but also as cognitive and emotional processes that may shape the emotional environment in which children develop [8, c. 1–26].

In addition to these frameworks, the developmental perspective of emotion regulation proposed by Manfred Holodynski and Wolfgang Friedlmeier (2005) provides an important theoretical grounding for understanding the developmental sequence of regulatory capacities. Their internalization model suggests that children's emotion regulation initially emerges within interpersonal interactions with caregivers and gradually becomes internalized as children acquire greater autonomy in managing emotional experiences. According to this perspective,

emotional regulation serves as a developmental foundation that supports the later emergence of more complex forms of behavioral regulation and self-control. As children learn to understand and modulate emotional arousal, they also become increasingly capable of controlling their behavior in accordance with social expectations and situational demands [9, с. 1812–1824].

Taken together, these theoretical perspectives collectively inform the conceptual framework of the present study. Eisenberg's emotion socialization theory emphasizes the role of parental emotional processes in shaping children's regulatory development; Morris and colleagues highlight the broader family emotional environment as a context for regulatory learning; Gross's process model provides a detailed account of the psychological mechanisms underlying emotion regulation; and Holodynski and Friedlmeier's developmental approach explains how emotional regulation gradually scaffolds the emergence of behavioral self-regulation. Integrating these frameworks allows maternal emotion regulation strategies to be conceptualized as a significant contextual and developmental factor influencing children's emotional and behavioral self-regulatory capacities during middle childhood [10, с. 129–148].

Discussion. This study contributes to the literature by positioning maternal emotion regulation within a developmental framework of child self-regulation. Rather than treating emotional and behavioral regulation as isolated outcomes, the study conceptualizes them as developmentally linked processes and tests their sequential contribution using hierarchical regression analyses. By focusing on middle childhood and examining incremental explanatory power without claiming formal mediation, the study provides a theoretically grounded and parsimonious extension to existing research on parent–child regulatory processes.

The research question remains: to what extent are maternal emotion regulation strategies significant predictors of children's emotional and behavioral self-regulation in middle childhood after accounting for the child's gender, maternal education, and family structure?

In accordance with the research question, the following objective can be defined: to examine maternal emotion regulation strategies and children's emotional and behavioral self-regulation in middle childhood (ages 7–10) from a developmental perspective. Specifically, the study will examine whether maternal emotion regulation predicts children's emotional self-regulation and whether emotional self-regulation facilitates behavioral self-regulation beyond maternal control and demographic factors. The model reflects a developmentally structured framework in which emotional regulation is viewed as a foundational process for behavioral regulation.

Conclusions. Building a rationale that mothers' emotion regulation strategies explain a significant proportion of variance in children's emotional self-regulation, even after accounting for sociodemographic factors (child's gender, mother's education level, family structure), further research suggests expanding the analytical model and clarifying the underlying mechanisms.

1. Clarifying mechanisms of influence (mediating processes)

To further develop the theoretical model, it is important to identify the psychological mechanisms that explain the relationship between maternal emotion regulation and children's regulatory capacities. In subsequent stages of the research, it would be necessary to test potential mediating variables, such as: the emotional climate of the family; maternal emotional responses to the child's emotional experiences; the frequency and quality of emotion-related communication (emotion coaching); the level of maternal emotional sensitivity and empathy.

Testing mediation models will make it possible to determine through which processes maternal emotional regulation is translated into the child's self-regulatory competencies, which is essential for developing effective family-based interventions and support programs.

2. Analysis of moderating factors

Another important step is to identify conditions under which the influence of maternal emotion regulation becomes stronger or weaker. Potential moderators may include: the child's age within the middle childhood period; the child's temperament; the level of family stress; patterns of family

interaction; the involvement of the second parent in caregiving and upbringing.

Analyzing moderating effects will allow researchers to understand for which family contexts and under which developmental conditions maternal regulatory strategies are most influential.

3. Identifying structural relationships between emotional and behavioral self-regulation. An additional direction of the study involves examining the developmental sequence of regulatory processes, which assumes that:

1) maternal emotion regulation influences;

2) children's emotional self-regulation, which subsequently;

3) supports the development of behavioral self-regulation.

Such a model allows for empirical testing of the assumption that emotional regulation serves as a developmental foundation for more complex forms of behavioral control and executive functioning.

4. Differentiating maternal emotion regulation strategies

Another important objective of the research is to determine which specific maternal emotion regulation strategies exert the strongest influence on children's regulatory development. For instance, the study may examine strategies such as: cognitive reappraisal; suppression of emotional expression; avoidance of emotionally charged situations; constructive emotional reflection.

Comparative analysis of these strategies will help identify adaptive and potentially maladaptive patterns of parental emotional regulation.

5. Practical implications for family models

The practical significance of this research lies in the possibility of applying its findings to the development of psychologically informed family support models. Based on the empirical results, several practical applications may be proposed:

1. Parent training programs aimed at developing adaptive emotion regulation strategies among caregivers.

2. Family psychoeducational interventions that strengthen emotion-related communication between parents and children.

3. School-based preventive programs designed to support children's emotional self-regulation through collaboration with families.

4. Guidelines for family psychologists, counselors, and educators that emphasize the importance of parental emotional functioning in the development of children's regulatory capacities.

Thus, the further development of this research should focus on clarifying the mechanisms, contextual conditions, and structural relationships between maternal emotion regulation and children's regulatory development. Such work will contribute not only to a deeper theoretical understanding of family influences on self-regulation but also to the development of practically applicable models of family emotional functioning that promote children's psychological well-being and the overall resilience of the family system.

Поступила: 12.02.2026;
рецензирована: 27.02.2026; принята: 02.03.2026.

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