



PRINCIPLES OF COMMUNICATION BETWEEN ADULTS AND CHILDREN. PARENT STYLES

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Abstract. Various approaches to the study of the main problems of family education are considered; the results of the study of the influence of parental attitudes on the formation of attitudes towards the child are presented. It contains an analysis of the results of testing families with children aged 5 to 16 years and generalized conclusions.

Keywords: parental attitude, parent, child, family, family image, family education.

Dialogue. How to build a nurturing dialogue? What are its psychological characteristics? The main thing in establishing a dialogue is a joint striving for common goals, a joint vision of situations, a commonality in the direction of joint actions . This is not about the obligatory coincidence of views and assessments. Most often, the point of view of adults and children is different, which is quite natural given the differences in experience. However, the very fact of a joint focus on solving problems is of paramount importance. The child should always understand what goals the parent is guided by in communicating with him. A child, even at a very young age, should not become an object of educational influences, but an ally in the common family life, in a sense, its creator and creator. It is when the child participates in the common life of the family, sharing all its goals and plans, that the usual unanimity of upbringing disappears, giving way to a genuine dialogue.

The most essential characteristic of dialogic educative communication is to establish equality between the positions of the child and the adult .

It is very difficult to achieve this in everyday family communication with a child. Usually spontaneously arising position of an adult is a position “above” a child. An adult has strength, experience, independence - a child is physically weak,



inexperienced, completely dependent. Despite this, parents need to constantly strive for equality.

Equality of positions means recognition of the active role of the child in the process of his upbringing . A person should not be an object of education, he is always an active subject of self-education. Parents can become masters of the soul of their child only to the extent that they manage to awaken in the child the need for their own achievements, their own improvement.

The demand for equality of positions in the dialogue is based on the indisputable fact that children have an undeniable educational influence on the parents themselves. Under the influence of communication with their own children, engaging in various forms of communication with them, performing special actions to care for the child, parents change their mental qualities to a large extent, their inner spiritual world is noticeably transformed.

On this occasion, addressing parents, J. Korchak wrote: “The opinion is naive that, while supervising, controlling, teaching, instilling, eradicating, shaping children, a parent, mature, formed, unchanging, does not lend itself to the educational influence of the environment, environment and children.”

Equality of positions does not mean at all that parents, building a dialogue, need to descend to the level of a child, no, they have to rise to an understanding of the “subtle truths of childhood”.

The equality of positions in the dialogue consists in the need for parents to constantly learn to see the world in its most diverse forms through the eyes of their children .

Contact with a child, as the highest manifestation of love for him, should be built on the basis of a constant, tireless desire to know the uniqueness of his individuality. Constant tactful peering, feeling into the emotional state, the inner world of the child, into the changes taking place in him, especially his mental structure - all this creates the basis for a deep mutual understanding between children and parents at any age.

Acceptance . In addition to the dialogue, in order to instill in the child a sense of parental love, one more extremely important rule must be followed. In psychological language, this side of communication between children and parents is called child acceptance. What does it mean? Acceptance is understood as the recognition of the child's right to his inherent individuality, dissimilarity to others, including dissimilarity to his parents. To accept a child means to affirm the unique existence of this particular person, with all his characteristic qualities. How can



you implement the acceptance of a child in everyday communication with him? First of all, it is necessary to pay special attention to the assessments that parents constantly express when communicating with their children. Negative assessments of the child's personality and inherent qualities of character should be categorically abandoned. Unfortunately, for most parents, statements like: "That's stupid! How many times to explain, stupid!", "But why did I just give birth to you, stubborn, scoundrel!", "Any fool in your place would understand what to do!".

All future and current parents should understand very well that every such statement, no matter how fair in essence it may be, no matter what the situation may be, causes serious harm to contact with the child, violates confidence in parental love. It is necessary to develop a rule for yourself not to evaluate the child himself negatively, but to criticize only an incorrectly performed action or an erroneous, thoughtless act. The child must be confident in parental love, regardless of their current successes and achievements. The formula of true parental love, the formula of acceptance is not "I love you because you are good", but "I love you because you are, I love you the way you are".

But if you praise a child for what he has, he will stop in his development, how can you praise if you know how many shortcomings he has? Firstly, it is not only acceptance, praise or censure that educates a child, education consists of many other forms of interaction and is born in living together in a family. Here we are talking about the realization of love, the creation of the right emotional foundation, the right sensual basis for contact between parents and the child. Secondly, the requirement of accepting a child, love for who he is, is based on recognition and faith in development, and therefore in the constant improvement of the child, on understanding the infinity of human knowledge, even if he is still very small. The ability of parents to communicate without constant condemnation of the personality of the child is helped by faith in all that is good and strong that is in every, even in the most disadvantaged, child. True love will help parents refuse to fix weaknesses, shortcomings and imperfections, direct educational efforts to reinforce all the positive qualities of the child's personality, to support the strengths of the soul, to fight weaknesses and imperfections.

Contact with the child on the basis of acceptance becomes the most creative moment in communication with him. The cliché and stereotyping, operating with borrowed or inspired schemes are gone. The creative, inspirational and every time unpredictable work to create more and more "portraits" of your child comes to the fore. This is the path of more and more new discoveries.



It is important to evaluate not the personality of the child, but his actions and deeds, changing their authorship . Indeed, if you call your child a klutz , lazy or dirty, it is difficult to expect that he will sincerely agree with you, and this is unlikely to make him change his behavior. But if this or that act was discussed with full recognition of the child's personality and the affirmation of love for him, it is much easier to make the child himself evaluate his behavior and draw the right conclusions. He may make a mistake and next time, or due to weakness of will, take an easier path, but sooner or later “the height will be taken”, and your contact with the child will not suffer from this, on the contrary, the joy of achieving victory will become your common joy .

Control over the child's negative parental assessments is also necessary because very often parental condemnation is based on dissatisfaction with one's own behavior, irritability or fatigue that arose for completely different reasons. Behind a negative assessment is always an emotion of condemnation and anger . Acceptance makes it possible to penetrate into the world of deeply personal experiences of children, the emergence of sprouts of "participation of the heart". Sadness, not anger, sympathy, not revenge - these are the emotions of truly loving their child, accepting parents.

Child independence. The bond between parent and child is one of the strongest human bonds. The more complex the living organism, the longer it must remain in close dependence on the mother organism. Without this connection, development is impossible, and too early interruption of this connection is a threat to life. Man belongs to the most complex biological organisms, therefore he will never become completely independent. A person cannot draw life forces only from himself. Human life, as the psychologist A.N. Leontiev said, is a disjointed, divided existence, the main feature of which is the need for rapprochement with another human being . At the same time, the child's relationship with his parents is internally conflicting. If children, growing up, increasingly acquire a desire to distance this connection, parents try to keep it as long as possible. Parents want to protect young people from life's dangers, share their experience, warn, and young people want to gain their own experience, even at the cost of losses, they want to know the world themselves. This internal conflict can give rise to many problems, and problems of independence begin to appear quite early, in fact, from the very birth of the child. Indeed, the chosen distance in communication with the child is already manifested in this or that reaction of the mother to the crying of the baby. And what about the first independent steps, and the first “I am myself!”, an exit to



a wider world associated with the beginning of attending a kindergarten? Literally every day in family education, parents must determine the boundaries of the distance.

The solution to this problem, in other words, the provision of a certain measure of independence to the child, is regulated primarily by the age of the child, the new skills, abilities and opportunities for interaction with the outside world acquired by him in the course of development. At the same time, much depends on the personality of the parents, on the style of their attitude towards the child. It is known that families differ greatly in the degree of freedom and independence afforded to children. In some families, a first-grader goes to the store, takes his younger sister to kindergarten, and travels to classes across the city. In another family, a teenager is accountable for all, even small, actions, he is not allowed to go on hikes and trips with friends, protecting his safety. He is strictly accountable in the choice of friends, all his actions are subject to the strictest control.

It must be borne in mind that the established distance is associated with more general factors that determine the process of education, primarily with the motivational structures of the parents' personality. It is known that the behavior of an adult is determined by a fairly large and complex set of various stimuli, denoted by the word "motive". In a person's personality, all motives are built into a specific, individual mobile system for each. Some motives become decisive, dominant, most significant for a person, others acquire a subordinate significance. In other words, any human activity can be defined in terms of the motives that motivate it. It happens that activity is stimulated by several motives, sometimes the same activity is caused by different or even opposite motives in terms of their psychological content. For the correct construction of education, parents need from time to time to determine for themselves those motives that induce their own educational activity, to determine what drives their educational conditions.

The distance that has become predominant in the relationship with the child in the family directly depends on what place the activity of education occupies in the whole complex, ambiguous, sometimes internally contradictory system of various motives for the behavior of an adult. Therefore, it is worth realizing what place the activity of raising an unborn child will take in the parent's own motivational system.



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