

Anna Igorevna Ritter

educational psychologist

Detstvo Resource Center in Krasnodar

Krasnodar, Krasnodar Region

DOI 10.31483/r-152150

NURTURING WITHOUT PUNISHMENT: PRODUCTIVE APPROACHES TO COMMUNICATING WITH CHILDREN

***Abstract:** the subject of this article is the analysis of approaches to communication by parents with children in situations where there is a conflict of interests. The analysis examines in detail examples of undesirable behaviour by parents in order to exact obedience, the consequences of punishment and the reaction of children to the words and actions of parents. Concrete approaches for productive communication between parents and children to overcome problematic behaviour and facilitate adaptation to social norms and rules without using punishment are demonstrated in the article.*

***Keywords:** parents, children, methods of communication, punishment.*

Риттер Анна Игоревна

педагог-психолог

МКУ РЦ «Детство»

г. Краснодар, Краснодарский край

ВОСПИТАНИЕ БЕЗ НАКАЗАНИЯ: ПРОДУКТИВНЫЕ ПРИЕМЫ ОБЩЕНИЯ С РЕБЕНКОМ

***Аннотация:** предметом статьи является анализ приемов общения родителей с детьми при конфликте интересов. Подробно рассмотрены ситуации нежелательного поведения родителей с целью достижения послушания, рассмотрены последствия наказаний, реакции детей на слова и действия родителей. В статье показаны конкретные приемы продуктивного общения родителей с детьми для преодоления проблемного поведения и адаптации к социальным нормам и правилам без наказания.*

Ключевые слова: родители, дети, способы общения, наказания.

Everyday situations occur where a child does not do what their parents ask or does what their parents ask them not to. A conflict of interests arises: the adult insists on observation of socially important rules, order, politeness, cleanliness or routine but the child refuses to satisfy these requirements, not considering them important.

To enforce discipline and obedience parents use various approaches. Each family has their own. Often these approaches elicit negative reactions in the child and negative consequences for the relationship with parents.

The most common methods of communication with children during a conflict of interests are the next.

1. Criticism (How many times do I have to repeat it? Can't you do anything properly?).
2. Insults (How stupid do you have to be to... Look at yourself... You...).
3. Blackmail and threats (If you do that one more time, I'll punish you).
4. Directions (Do that quickly... Help me right now... What are you waiting for?).
5. Moralising (You have to understand... We must... You mustn't...).
6. Intimidation (Watch it... If you don't do your homework, you'll lose your computer...).
7. Judgement of condemnation (It's your fault my blood pressure went up... All these problems because of you...).
8. Comparisons (Why aren't you like...).
9. Sarcasm (Well done... Today you'll definitely manage it...).
10. Predictions (Everyone will turn against you... You'll never be able to do that...).

Such approaches create resistance, resentment, a desire to lie, contradict, resist or rebel in the child or alternatively a lack of desire to do something. The child may feel guilty, indifferent, stupid, cheated, unwanted, unloved, bemused, ill-fated...

Adults use not only words but also actions, which can include serious punishments. Actions taken by parents to resolve a conflict of interests can be divided con-

ditionally into seven types: consequences, conditions, deprivation, verbal, isolation, labour and physical.

In most cases parents use the same measures with children that were used by their own parents. The possible effects of such communication with children are presented in Table 1.

Table 1

Action taken by adults	Examples	Effect on the child	Possible positive effect
1. Consequences	The child was scratched by a cat they had been told to leave alone. The child got low grade in school. The child was stung by nettles they had been warned not to touch.	Annoyed by what happened. Possible health or life threatening consequences. Necessity to clearly set the boundaries of what is permissible	The child understands the idea and vital necessity of parental demands
2. Conditions	If you don't tidy up, you can't go out to play. If you don't do your homework, you can't play a game	The child might begin to set their own conditions. Parents need to have a store of small celebrations and pleasant traditions	These do not offend the child
3. Deprival	Denial of sweets, watching television, playing games, going out to play	Resentment	Possible understanding of the wrongdoing
4. Verbal	Raised voice. Insults	Resentment. Fear of raised voices. Over time the child might become used to it and it will stop working	Snapping loudly in stressful situations
5. Isolation	Leaving the child at home, in a cupboard, in the corner, on a chair. The parent ignores the child and does not talk to them	Fears develop: of the dark, of small spaces, of being alone	Isolation is permissible if the situation is dangerous. For example, if oil has been spilled and the child could slip on it before it has been cleaned up
6. Labour	When the child is made to wash dishes, do housework, or read because of some offence or other.	Loss of arbitrariness in such important areas as cognition, learning, work. Strengthens a	Refines work life skills.

		negative attitude to work.	
7. Physical punishment	Spanking, slapping, belt.	These treat the child without dignity, embitter, frighten and humiliate the child. It is easy for parents to escalate to cruelty. The child later vents their feelings on those who are weaker.	An enraged child who could harm themselves or others must be calmed down. You can put your arms around them, remove them from the location, remove any hazardous items, stop the child (for example, if they are running into the road).

A child who is frequently, seriously and excessively punished learns to avoid feelings of guilt for their disobedience and bad behaviour. Being punished becomes a way of being released from responsibility for their misdemeanours. Accordingly, there is no acknowledgement of their actions, there is no feeling of guilt and after being punished the child can repeat the behaviour again.

Punishment does not work if it is treated as a method of correcting a child's behaviour by provoking such strong negative emotions in them as resentment, fear or pain. It is extremely likely that the parent will have to constantly escalate the forms of punishment and resort to violence. A child will not learn to recognise their bad behaviour and consider how to make amends for a wrong and look for ways of correcting a situation.

Punishment should be above all a signal of a rule having been broken. Any punishment may cause distress to a child. It is important that adults are guided by the aim to have their words carry more weight and to give the child the opportunity to really consider their misbehaviour and understand exactly what they have contravened and perceive the seriousness of the rules set for them by their parent. In this way the parent will develop their child's awareness as it is this which will make it possible for them to correct their external behaviours. By using this approach the parent is not a figure who dictates but a guide and a protector of the rules of life and moral values.

For the parent's words to be accepted with the minimum level of resistance it helps to use impersonal phrases. Instead of 'I said' use 'In our family that is how

things are done'. Instead of 'Do that right now' say 'In our home we do it this way'. Instead of 'Do as I say' use 'It needs to be done'.

The following formulae may help to communicate productively with a child, develop their acceptable behaviour and help them adapt to social norms and rules.

1. Describe the problem ('My book is missing').
2. Inform ('It's getting messy, if things aren't put away it's hard to find things').
3. Speak concisely ('My book').
4. Do not hide your feelings ('I don't like it when people take my things and don't put them back').
5. Write reminders ('Put books back').

These approaches create an atmosphere of respect and cooperation. To maintain this atmosphere it is important to always react to breaking of rules but not to make the punishment excessive and humiliating for the child. It is necessary to explain to the child the reason the adult is displeased and to express your expectations in relation to the child. Always try to maintain a calm and considerate tone and remember that it is the adult who is the example of behaviour.

Список литературы

1. Гиппенрейтер Ю.Б. Общаться с ребенком. Как? / Ю.Б. Гиппенрейтер. – М.: АСТ, 2008.
2. Faber A. How to Talk So Kids Will Listen & Listen So Kids Will Talk / A. Faber, E. Mazlish. – New York: Scribner, 2010.