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How Can We Create a Healthy Relationship With Children?

Abstract

The quick changes of technology and science in 21st century have influenced many fields and this affect is still felt. Family itself is one of those that have felt these affects. Family, that is the core and representative of society has one important place in institutions. The role of family is essential in universal values and even in formation of personality. Mothers and fathers are irreplaceable in moral education of the child.

Even though school looks like it is the first place of education, it is family where the first steps are taken. The child during his life learns moral codes and rules that are needed, from his parent's education and takes them as model of life. Many positive values as generosity, sacrifice and honesty are transmitted during childhood in the family. At this point the communication and attitude toward the child are the basic factors that interwove their life.

In this article it is discussed theoretically the communication with children during the childhood and its effect in moral development. To create a successful and healthy communication the first condition is that parents should give examples from their own life. This follows up other factors as respect, share of personal life between the members of the family and managing the questions correctly. During the dialogue between the parents and children instead of the message "you" it should be "I, me" and paying attention is one of the indispensable elements in one healthy communication.

It requires a lot of effort to contribute in children's development of personality and socialization, or in contributing in his ability to improve his communication with the others and you should contribute in children's development of personality and socialization. It requires a lot of effort even in contribution to child's ability to improve communication with others and sharing community with them. If this is provided without experiencing a conflict inside the children he may become conscious and social person. This is why nowadays parents and educators by coming through a healthy communication with children and working on making more attractive the necessary moral values, is one human responsibility.

The purpose of the study is to guide parents in raising and education of children who are the future of our community. This study aims to show parents ways to communicate with children and getting to know them, and contribute the future studies.

Keywords: *Family, communication, moral education, children, development of personality.*

1-Introduction.

How can a strong communication with the child be built? Communication with parents is one major factor in defining the behavior of the child and his being a constructive and compatible member of the society.

Communication is the mutual sharing of knowledge, attitude, feelings, and ability. At the same time, communication is a process in which individuals consciously or unconsciously shares feelings and opinions. If this process is completed successfully, it consists in the fundamentals of happiness.

In the communication between parents and the child, parents should accept the existence of the children, show them respect and make them feel valuable, in order for their children to have the opportunity to behave accordingly.

Communication does not only mean to speak, it is about parents knowing very well what to say, how to say it, where and when. Ant it is at the same time the ability to check if the child has received the message when you simplify the matter and explain to the child maintaining eye contact and concentrating attention on him. (Yavuzer, 2000, p. 11-12)

Meanwhile communication inside the family is understood as an exchange of thought between parents and children, or other members of the family. A child can get a moral of good values only in a family environment in which relationships between members are good.

For that reason, the good communication between mother and father plays an important role in the communication of the child with his parents. The good communication in the family depends on sharing the life.

Sharing the life does not mean sharing the house, or sharing material things. Sharing the life means sharing joy, happiness, difficulty together and being satisfied from it. An unhappy marriage, economical problems, and parents who face lack of attention from their parents cannot offer a healthy communication environment to

their children.

Relationships inside the family need attention and dedication. If basic attitudes of parents toward each other are wrong, then their communication with the child is problematic. Problems in a marriage are inevitable, but from the perspective of the child what is important are not problems but parents' reflecting it to their child.

1-Literature review

We can speak of parents who despite having serious problems are not relationships inside the family need attention and dedication. If basic attitudes of parents toward each other are wrong, then their communication with the child is problematic. Problems in a marriage are inevitable, but from the perspective of the child what is important are not problems but parents' reflecting it to their child.

We can speak of parents who despite having serious problems, are not reflecting them to their children, how comes then some other parents do not manage their problems and make children live the consequences. And especially serious discussion between parents in the presence of others, lack of communication and offensive words, and their distant attitude toward each other is the beginning of the end for the child.

If mother and father get along well and complete each other they become a source of happiness and tranquility for the child. If parents complain each other to the child, express their negative feelings about each other, it will shake the child's faith and it will prepare the situation for the deviation of the child and his alienating from family. (Önder, 2007, p.27-28)

Nowadays children and teenagers are offered a wider variety of alternatives compared to their previous generations. But at the same time there exist a lot of problems. Children need the guidance of their parents in order not to live any physical or psychological trauma or loss. Such guidance can be made possible only if families have a good communication with each other. And also communication between child and parent, child's right to speak play an important role in solving the problems.

A child who is given the right to speak and whose opinions are considered important feels he/she is paid attention and thinks he is

important. So he feels closer to his family and before taking any new steps he feels the need to consult them, and he takes important steps to the development of his character. (Onder, 2007, p.27,28). A child, who is not listened to and not taken seriously, thinks of him/herself as useless. And his negative behaviors are his way of saying: "Listen to me. In order to attract his/her parents attention they behave negatively. And more seriously they can lie or steal in order to attract their parents' attention. A child whose word is not listened, by behaving like this is in fact giving the message: Please listen to me. (Gökna, 2004, p: 124-125.)

Then what should a parent do? Where will he (she) base his communication with the child? This question can be based on two essentials: the first one being 'active listening', the second one is about knowing how to talk to him/her, how to express our thoughts and wishes and behave correspondingly. And this is about using 'me' instead of 'you'. The active listening helps building a dialogue between parents and children, and makes possible for parents to understand their child's feelings.

1, Discussions and findings

The whole family members prepare an environment where he can breathe the air of justice, fairness, help and teach their children their beliefs. Because these things are rooted in us as a result of listening to parents' conversations or are taught at school or at home. (Avci, 2000, p: 128). The following factors play very important roles in the family.

1,1 Attentive (effective) listening

Attentive listening is an indicator that shows the communication channels between the child and the parents are open. When the child has a need or he is bothered with something, he wants to convey his message and emotions to his parents. The parents using attentive listening method try to understand what the child's emotions are or what the message really means. Then, s/he gives feedback to the child in her/his own words in order to check if what s/he has understood is correct. Not only does the parent's judging, criticizing or advising attitudes weaken the attentive listening; they also hinder the child from expressing his needs or problems. Attentive listening is not just listening to the child without responding and not uttering

In order to be an attentive listening parent:

- There must be a time allowed to listen to the child, and you should avoid especially from distractive things

- You should leave your own viewpoint aside and be ready to get information from your child.

- You should listen to the message, summarize and repeat to the child. This is called 'reflective listening'. It is not sheer repeating of what has been heard, but what the child thinks and feels is deeply handled. Whatever uttered may not be the correct message.

- You should keep eye contact during the communication and pay attention to the child with nodding or using fillers such as 'Well, yes...'; 'I get what you mean' the child should be encouraged to keep speaking.

- You should accept and respect what the child says even though it is not what you think or expect. This is done by paying attention, not criticizing or judging the child.

- You should create opportunities for the child to solve the problems he encounters, encourage and guide him. (Yavuzer, 2000, p: 63-64.)

1.1. **What does active listening provide?**

Active listening develops a warm relationship between mother, father and children. Because the children understand that they are loved and listened to by parents, so they start loving their parents and bridges are built between them. Both sides feel intimacy, love and respect. The child explains his problem, the parent listens and the solution becomes easier.

A child who is listened by his family is more prone to listen to the others and take into consideration their opinions. Through active listening, the child gains the ability to analyze the problem him/herself, think upon it and find a solution. While using this method parents accept that their children`s feelings are different from theirs and consider him/her an individual who has his own ideas. If parents do

not leave aside their ideas and change themselves in order to look at the world with their children`s eyes, active listening cannot happen.

Not in all relationships between parents and children can active listening occur. Or it may not be the appropriate time for active listening. The most suitable time is when the child`s problem happens, and the needs are not completed. Like the times when he might have had problems with friends or is feeling sad.

Generally speaking, all children face such problems. Parents are prone to adopt their children`s problems. The most immediate thing to be done is that parents trust their child in the solution of the problem. In active listening, homes turn into places where the problem is discussed. The child explains his problem, finds the solution himself and overcomes the problem. (Avci, 2000, p: 2-3.)

1.2. **Communication obstacles**

Many parents give the message that certain behaviors of the child are not acceptable. Changing this requires behaving as no problem exists or leaving the problems aside. This approach is called 'language of not-acceptance'. This language that is accepted as barrier of communication is discussed within some items.

1) Giving orders, orientations. These kinds of messages give child the message that the problems are not important. The child behaves according to the feeling of parents. The power of mother and father and given intimidation causes fear and hostility.

2) Warning: These messages are like giving orders and orientations. This frightens the child and digests him. In these situations parents give the message that they don't respect the desires of child. Warning the same as giving orders rises in child enemy feelings. Sometimes child seeing the punishment of parents as something that won't be applied does actions that are not allowed.

3) Giving moralizing lessons: giving the child the thought that it would be better to accept the things that parents believe are the right ones.

4) Giving advice, solving problems; Belief of parents that the child has lack of ability in solving his own problems. In these cases the child can't think of himself, he becomes dependent on his parents. In every problem he waits that the solution will come from other authorities.

5) Teach, orate. While the child is accepting oration of parents in a

non-troubled period he will not accept this in a troubled period. Especially problematic children when they face these kinds of messages react with the feeling of inadequacy. Orating is one ineffective manner and after some time the child gets bored and stops listening.

6) To judge, criticize, blame; it has more negative effect than other messages. Negative evaluation causes erosion in child's self-esteem and criticism provokes him. Children that are constantly criticized hide their feelings and don't defend themselves; later on they reveal the thoughts that they aren't useful in anything.

7) Praise, have the same opinion. Even if praising isn't thought as harmful as criticizing, children can understand that these kinds of messages are applied to orient them. In fact the child that is praised a lot gets accustomed to that and constantly needs to get praised.

8) Putting nick-names, teasing. It causes negative effect on child's self-image. In these kinds of messages children react in the same way.

9) Commenting, analyzing; parent's awareness of child's feelings, realizing that his inner-thoughts can be understood, reduces the effect of sharing feelings in child.
10) Assuring; 'I trust you, you will make it' kind of approach gives child the impression that this is not true and he is being stalled.

11) Asking questions; parents that continuously ask questions to one problematic child, arouses in him trust and suspicion. This is a barrier in open and constructive communication.

12) Mocking; these kinds of messages shows lack of respect for child's feelings and creates the feeling that the problems aren't taken seriously. (Gordon, 2002, p: 79-80.)

The following table includes meanings of verbal communication. Even though some of them are considered as communication errors, it wouldn't be right to think of all of them as errors.

1.3. Oral Communication and Meanings (Table-1)

Words	Communication way
Go straight to your room	Giving orders, directing them
If you don't sleep at 11 you will not have any money	Warning, intimidation
When you sneeze you have to close your mouth	Giving moral advice
Why don't you put your shoes into the shoe rack	Giving advice, saying solutions
Food is eaten with your right hand	Teaching
The books are not to be thrown they are to be read	Preaching
You are very clumsy	Judgment, criticism
Ok you are right	to share the same idea
Don't cry like a baby	Teasing
Do you want me to deal with you even though I am tired	Analysis, interpretation
I trust you, you can do it	Giving support
Where Did you learn that?	Questioning, testing
Why don't you study instead of watching cartoons ?	Changing the topic

The Continuous use of some of these forms of communication may be incorrect. Of course, parents will give advice to their children, and whenever it is needed they will warn them. (Aydin, 2012, p: 120).

1.4. Instead of ‘you’ communication to ‘i’ communication

Some of children behaviors may not be so much accepted by their parents. In order to change these behaviors instead of ‘you’ message it should be given the ‘I’ message. The orders given by the parents to their children like “don’t do that! Work! Why are you going? You should be better “affects the children character. Children, react to these orders in an angry and stubborn way. By using the ‘I’ communication parents can express their feelings. (Fir, 2004, p. 128) while the ‘you’ communication makes the child angry, ready to resist, the ‘I’ message may avoid them. It is better to openly say the effect of the child on parents rather than say that the child is bad. Because the ‘I’ message is appropriate, it allows the children to express their feelings honestly. The advantage of such a message is that it gives children the chance to know better their parents and helps them in having a good relationship.

1.5. Examples of ‘you’ and ‘i’ communication. (Table-2)

You-communication		Me-communication
You are very mischievous	or	Your fight with your friends makes me sad
You cannot be a man		Being a good man makes me feel good
Why don’t you listen to me?		I’m happy when you do what I say
You are very lazy		How can I help you in your work?

Despite all these explanations and words the undesirable behavior of children may continue. Here, parents must show determination. And in emergent situations it may require more direct intervention. (Aydin, 2012, p: 121).

1. Method and methodology

In this study, both interpretive qualitative research method and descriptive qualitative research methods were used to identify and clarify the side effects of technology on everything including family and the role of family in order to teach universal values and even in

formation of personality.

2. Conclusion

We can see that experiences during childhood and communication of parents with children during this period are very important. The communication language that is used in this period, including the child's personality's development, is important due to gain of self-confidence. The child that is listened in one effective way realizes that he is loved and estimated and he communicates with his parents. Factors like giving orders, declaiming, giving moralizing lessons, teasing etc. are the greatest barriers of communication.

Such messages, the same way as eroding trust, prevent the understanding of child. In the dialogue with child 'you-message' leads more to negative behavior than positive one. Instead of this the 'I-message' sending parent, contributes in the formation of desired behavior.

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