# BRINGING UP CHILDREN

## *Topical vocabulary*

### *Parents' functions*
to raise / bring up children; child rearing; to develop socially vital values; to develop a sense of responsibility; to form positive character traits and moral characteristics; to teach children to cope with difficulties, problems

### *Parents*
loving; caring; consistent; fair; wise; sensitive to children's feelings; patient; indulgent; strict; moralizing; permissive

### *Children*
to show initiative and independence; to be mature; to reproduce patterns of behaviour; to learn by imitation; to assert one's independence; to build love towards…; to progress in one's development; mental development; physical growth

### *Family atmosphere*
an environment of love and security; to grow in the atmosphere of care, affection, respect, patience, reassurance / fear, tension, neglect; happy home backgrounds; friendly atmosphere

### *Parent-child relations*
to treat children…; to encourage children to get along with others; to concentrate on a child's strength and not his weakness; to gain independence from parents; authoritarian approach; to use a child as a scapegoat; to have a negative effect on a child; unsatisfactory relationship between…; to blame / physically abuse a child; to make emphasis on obedience to authority; to maintain parents' approval; to be praised; to exaggerate praise; to be constantly criticized; to impose smth on a child; to interfere in children's affairs; to be attached to…; to experience love and acceptance from parents; to moralize; to be on the child's side; to approve of…; to show concern for…; to be aggressive / rude / tough with smb; physical punishment (spanking, beating); to scream and yell at…; to lock children up; to tell smb off; to answer back; to teach manners; to ignore a child; to lack contact with parents; lack of adult guidance; to keep anger under control; to cause great damage; to avoid labelling children (stupid, silly, foolish); to win smb over; to insult / hurt one's feelings, self-respect; to prevent crises; to lose one's temper / create tension / let steam off; to live up to smb's expectations; to feel part of the family; to be pushed into making up lies

### *Problem children*
to grow depressed / repressed / frustrated / self-centered / unsociable / lonely / neglected / fearful / irritable / naughty / wilful / unruly / resentful / arrogant / rough; to become a nuisance; to develop anti-social habits; overdisciplined / emotionally disturbed children; to show resistant and aggressive behaviour; youth violence, crime

## *Match the adjectives characterising children with their definitions.*

| | |
|---|---|
| alert | a. friendly and preferring to be with other people |
| arrogant | b. someone who likes to meet and talk to new people |
| conscientious | c. calm, confident, and in control of your feelings, even in difficult or |
| courteous | unexpected situations (used to show approval) |
| considerate | d. able to think quickly and clearly |
| delinquent | e. careful to do everything that it is your job or duty to do |
| fearful | f. trying to do something in a very determined way in spite of difficulties |
| frustrated | g. polite and showing respect for other people |
| gregarious | h. always thinking of what other people need or want and being careful not |
| indulgent listless | to upset them |

| obedient outgoing persevering restless self-possessed submissive sulky unruly | i.  always doing what you are told to do, or what the law, a rule etc. says you must do |
|---|---|
| | j.  always willing to obey someone and never disagreeing with them, even if they are unkind to you |
| | k.  feeling annoyed, upset, and impatient, because you cannot control or change a situation, or achieve something |
| | l.  frightened that something might happen |
| | m. annoyed or unhappy |
| | n.  feeling tired and not interested in things |
| | o.  unwilling to keep still or stay where you are, especially because you are nervous or bored |
| | p.  violent or difficult to control |
| | q.  behaving in an unpleasant or rude way because you think you are more important than other people |
| | r.  behaving in a way that is illegal or that society does not approve of |
| | s.  willing to allow someone, esp. a child, to do or have whatever they want, even if this is not good for them |

*Give the opposites.*

| | |
|---|---|
| kind-hearted | |
| loving | |
| friendly | |
| balanced | |
| selfish | |
| hard-working | |
| self-possessed | |
| motivated | |
| patient | |
| loveless | |
| enthusiastic | |
| polite | |
| considerate | |
| obedient | |
| unruly | |
| self-centered | |
| unsociable | |
| shy | |
| responsible | |
| intolerant | |
| sensible | |

*Match the adjectives on the left with their synonyms on the right.*

| | |
|---|---|
| balanced | affectionate |
| bullying | even-tempered |
| considerate | good-natured |
| kind | gregarious |
| self-centered | courteous |
| harsh | thoughtful |
| insolent | submissive |
| loving | selfish |
| nagging | obstinate |

| | |
|---|---|
| naughty | shy |
| impersonal | mischievous |
| indulging | cheeky |
| obedient | bad-mannered |
| polite | aggressive |
| rude | sensitive |
| rough | reasonable |
| understanding | pampering |
| sensible | unfair |
| stubborn | pestering |
| timid | unfriendly |
| sociable | cruel |
| unjust | unkind |

*Add 5-7 adjectives to the list.*
A happy child is kind-hearted, _____ .
A problem child is depressed, _____ .
A wise parent is affectionate, _____ .
A bad parent is harsh, _____ .


*1. Read the following text and find answers to the following questions:*
*Why are children regarded a vital part of a family?*
*How does the birth of a child influence family relationships?*
*What is the ideal purpose of raising children?*
*What is understood by primary socialization?*
*What qualities should a family develop in their children?*
*What effect may unsatisfactory relations between parents have on children?*


For most people, children are the key to a happy family life. Sociologists regard the raising of children as the primary function of the family. Childbirth is not just a biologic fact. It is equally a social phenomenon. People have to readjust their roles as they become not only husband and wife to each other but also parents to their child. The birth of a child also influences relationships between the new parents and their own parents who take on their new roles as grandparents. In most cases grandparents tend to be indulgent toward their grandchildren, while the parents themselves are stricter. Obviously, the specific social adjustments people must make after the birth of a child differ according to individual circumstances and cultural attitude. No matter what pattern is followed, however, ideally the children are brought up to become productive members of their society. To achieve this, they must get proper education within the family and, later, within the institutions of the society as a whole.

The American sociologist Talcott Parsons believed that the two most important functions of the modern family are the primary socialization of children and the stabilization of adult personalities through marriage and the raising of children. Primary socialization refers to the training of children during their earliest years, whereas secondary socialization refers to later influences on the development of the child's personality and learning activities, such as his involvement with teachers and with other children at school.

Primary socialization is in most societies carried out essentially within the family as part of child rearing. In the modern family, parents take responsibility for raising and teaching their children such basic things as language and correct behaviour. Toilet training, teaching children how to eat correctly, and encouraging children to get along with others are all aspects of child rearing. However, it is not only these routine aspects of behaviour that children learn. They are also encouraged to develop such socially vital values as independence, motivation for achievement,

cooperation, egalitarianism, integrity, responsibility, etc. These values may differ in different societies. However, there is one basic principle.

The development of social values must be achieved in an environment of love and security, which ideally should be provided by the family.

Few families are ideal, however. Studies of the families of emotionally disturbed children have shown that unsatisfactory relationships between husbands and wives can have negative effects on children.

Sometimes a child is used as a scapegoat. The parents blame or even physically abuse the child in order to cover up their own difficulties. In such a case, the child often fails to develop the values the parents wish to see in him, developing instead antisocial habits which lead to problems in later life. Moreover, such people may reproduce the patterns of behaviour they experienced in childhood in their own families and may treat their children in the same way.

Some western psychologists believe that many problems of families in highly developed countries rise from weaker ties with relatives and community as a whole, whereas in less developed parts of the world families traditionally receive more support from these sources.

One more problem, from the point of view of the British psychiatrists R.D. Laing and David Cooper is connected with the fact that the modern family forces upon children a too strong emphasis on obedience to authority. Overdisciplined children may not be able to show enough initiative and independence in their adult life.

*2. Explain the meaning of the following words and word combinations used in the text:*

*to readjust roles; primary socialization; secondary socialization; stabilization of adult personalities; child rearing; egalitarianism; integrity; emotionally disturbed children; overdisciplined children*

*3. Do you agree with all ideas expressed in the text? Discuss the following:*

*Children are the key to a happy family life.*
*The raising of children is the primary function of a family.*
*The birth of a child affects family relationships.*
*Children should be brought up to become productive members of society.*
*Normal development of a child can be achieved only in an environment of love and security.*
*It is parents who are to blame for their children's unhappiness.*
*A family should not be isolated from relatives and community as a whole.*
*Children should have enough freedom in their development.*

*4. Read the following text and draw a graph showing development of perceptual, emotional, intellectual and behavioral capabilities in childhood.*

The term childhood denotes that period in the human lifespan from the acquisition of language at one or two years to the onset of adolescence at 12 or 13 years.

The end of infancy and the onset of childhood are marked by the emergence of speech at one to two years of age. Children make enormous progress in language acquisition in their second year and demonstrate a continually growing vocabulary, an increasing use of words in combinations, and a dawning understanding of the rules of grammar and syntax.

 By their third year children tend to use sentences containing five or even six words, and by the fourth year their sentences sound like those of their parents.

 Five- and six-year-olds demonstrate a mastery of complex rules of grammar and meaning.

Early childhood (two to seven years) is also the time in which children learn to use symbolic thought and language to manipulate their environment. They learn to perform various mental operations using symbols, concepts, and ideas to transform information they gather about the world around them. The beginnings of logic, involving the classification of ideas and an understanding of time and number, emerge in later childhood (7 to 12 years).

Children's memory capacity also grows continually during childhood and conditions their further intellectual progress. As both short-term and long-term memory improve, children demonstrate an increasing speed of recall and can search their memory for information more quickly and efficiently.

Young children's growing awareness of their own emotional states, characteristics, and abilities leads to empathy--i.e., the ability to appreciate the feelings and perspectives of others. Empathy and other forms of social awareness are in turn important in the development of a moral sense. The basis of morality in children may be said to progress from a simple fear of punishment and pain to a concern for maintaining the approval of one's parents.

Another important aspect of children's emotional development is the formation of their self-concept, or identity--i.e., their sense of who they are and what their relation to other people is. Sex-role identity, based on gender, is probably the most important category of self-awareness and usually appears by the age of three.

The beginning of the physical and emotional changes of puberty and the acquisition of the logical processes of adults mark the end of childhood and the start of adolescence.

**5. Act as psychologists and on the basis of your graphs and the information from the text give advice to parents as to what they should focus on in different years of their child's development.**

**6. Why is it important to teach children responsibility? Here are some recommendations aimed at teaching responsibility. Do you think they may be effective? Add your own recommendations to the list.**

- Responsibility can not be imposed on children. It must grow from within. Children who are always told what to do may do their tasks very well but they have little chance to develop a sense of responsibility. Children must have the opportunity to take decisions and to make choices themselves and bear responsibility for them. Children who are never challenged to make choices have difficulty in adjusting when they are presented with a new situation.
- Children should not be criticized . If they are constantly criticized about their actions, they do not learn responsibility.
- A child should be given the responsibility of choosing his friends. Parents should not tell their children who they can make friends with and who they can not.
- Parents should not interfere with how their children spend their pocket money, even if they believe their children waste it on the wrong things.

**7. Read the following text to find out about the role adults, especially parents, play in bringing up children:**

In moral and character education (the training of spirit and mind toward good) example takes the central place. For children to take morality and character development seriously they need a significant adult in their life who takes morality and character seriously. They need to see adults live out positive character traits and moral characteristics.

Children are emotionally attached to parents and teachers. Therefore, they are usually willing to do what adults ask them to do and to believe anything adults say unless adults have shown themselves to be untrustworthy or if children are asserting their independence.

Children develop a sense of belonging, competence and worth as they experience love and acceptance from parents, teachers and peers. The secure feeling of being loved is the foundation on which a child can build love towards others. The happiest homes are those in which parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are pals. Love can thrive. The happiness and well-being of children depend on a degree of love and approval adults give them. Parents and teachers must be on the child's side.

Being on the side of the child is giving love to the child – not possessive love – not sentimental love- just behaving to the child in such a way the child feels you love him and approve of him.

Children need affection. The stresses and strains of growing up in modern urban society make parental love and attention even more essential for children.

In all societies, past and present, parents have played a major part in caring for children. Modern parents delegate some of their traditional responsibilities to teachers sending their children to nursery schools, kindergartens and later to school.

In Western societies there is a tendency toward social equality. Wealthy parents rely less than in the past on nannies to raise their children, and lower- and middle-class parents have greater access to preschool facilities than formerly. As with marital roles, there seems to be a trend toward the reduction of differences in parental roles. In the non-Western world, too, modernization and economic development are now creating a situation of greater freedom and responsibility for children. The temporary absence of fathers who take jobs as migrant labourers, for example, may place teenage children in a position of responsibility over their families. At the same time, other young people in these countries often seek employment and independence in urban areas.

Paradoxically, however, from a child's point of view, Western parents are often regarded as inhibiting independence, particularly during adolescence. In most modern societies, parents show an interest in and concern for the sexual activities of their children, something they do not do in most "primitive" societies. In modern Islamic societies and in modern India, as in some other parts of the world, parents have the duty to ensure that their children find suitable wives or husbands, and even the children recognize this. Yet in modern Western societies the practice of parental matchmaking is regarded by children as interference in their affairs.

### 8. Give arguments to support the following:
- *In moral and character education example takes the central place.*
- *A child's happiness depends upon his/her parents.*
- *Children need affection.*
- *There is a tendency today towards the reduction of differences in parental roles.*
- *Parents today give their children more freedom than in the past.*

### 9. What can you say about the traditional degree of parents' interference with their children's affairs in Ukrainian families? Have there been any changes in the recent decades? Have you ever personally suffered from your parents interference?

### 10. PROBLEM PAGE
*Work in small groups. Try to act as psychologists. Read the following problems and think of some helpful advice:*

*We've been married for three years already. I want to have children but my husband says we are not ready to have them. He is afraid we won't be able to raise them properly and to give them all they need.*

*We're an ordinary married couple with two children, an 11-year-old boy and a 4-year-old girl. Two years ago, my son started to steal from me. If I catch him, he*

*cries a lot and promises never to do it again. I don't think he is unhappy: we get on well as a family. We give him plenty of pocket money. I just can't understand why he keeps on stealing.*

*My daughter is leaving school this year and she wants to enter a university in another city. We are horrified at the thought of letting her go alone to a strange place! She's always been a sensitive and shy girl. She's used to our support and care and we are sure she won't manage without us.*

*I'm a housewife. I always devoted all my time to my only son. I taught him everything I could. I took him to school and back home. I protected him from the street. I didn't let him spend his time with his classmates after school. And now he is 18 and I am at a loss. He ignores me completely. He never listens to what I tell him. He snaps at me. He's got under bad influence. His new friends frighten me. I don't believe my eyes – a good obedient boy has grown into somebody completely different!*

**11. Who or what spoils children? Read the following ideas about what child can be called spoilt and express your attitide:**

A spoilt child is a child who has never known physical punishment.
A spoilt child is a child who is allowed everything he wants.
A spoilt child is a child who thinks too much about his importance.

**Add your own definitions of a spoilt child.**

**12. ROLE PLAY**
### *"KNIFE IN THE SCHOOL"*
### *School Staff Meeting*

**Situation:** The teachers' staff is to discuss Brian Jones' behaviour and to take a decision concerning his future in the school. Brian is a 14-year-old youth who is notorious not only in his school but also in his whole neighbourhood. He always has his own way. Resents any advice. Talks back. Fights. Can tell lies. Does not care about school. Has problems with his classmates. Some days ago was found at school threatening a pupil with a flick knife.

**Participants:**

*Jane Brown, Brian's form teacher*

Teacher of English. Hates the boy. He is always "a pain in the neck", a real trouble-maker. Jane is sick and tired of her colleagues' and parents' complaints about Brian. Thinks he is hopeless and should be isolated to prevent spreading his bad influence on other pupils. Insists on Brian's suspension from school.

*Stephen Jones, Brian's father*
An engineer working for a big company. Has little time for the family. Always busy. Rather clever, full of sarcasm. No real contact with his son. Thinks that problems of raising children are for school to solve. Believes that his duty is to support his family financially, in exchange demands absolute obedience from his son.

*Pamela Jones, Brian's mother*
A housewife. Thinks that Brian is a much nicer boy than people give him credit for. Pamela is very shy, with a mild character, adores her husband and is under his thumb. She exaggerates her son's kindness, imaginative nature, love for animals, eagerness to help. Thinks teachers are unfairly prejudiced against Brian.

*Elizabeth Carter, Head Teacher*
Has seen many cases of the type. Is not inclined to make hasty decisions. Thinks that Brian is passing through a difficult period of his life. Is sure that he will get over it provided that adults help him. Thinks that Brian is a born leader, he has ambitions. Isn't it possible to give him some real responsibility?

*Angela King, teacher of History*
Belongs to "the old generation" of teachers. Has conservative principles and attitudes. Dislikes Brian's behaviour, considers his mental abilities low, questions ridiculous, influence on his classmates disastrous. Is annoyed by Brian's lack of discipline, responsibility and manners. Is not quite sure but thinks that suspension from school will do good both to Brian and other pupils.

*Anna Wizard, teacher of Biology*
Graduated from university last year. Rather likes the boy and thinks she can understand him. Anna noticed Brian's interest in her subject, the original questions he asks, his knowledge of animals' life. She agrees that often his behaviour is most irritating, but maybe Brian needs adults' help and attention? In Anna's opinion Brian lacks contact with his father and trust on the part of teachers.

*Helen Broadway, psychologist*
Thinks that parents and teachers should remember that Brian is entering adult life where he has to be on his own. He must feel that adults are behind him not after him. He certainly needs adults' guidance, but he does not want them to live his life for him. Help him - but stay in the background. Suspension from school is out of the question.

*Jeremy Waters, headmaster*
Willing to listen to teachers' opinions. Is against any extreme measures. Gives everyone possibility to explain their ideas. Encourages his colleagues to reach consensus and to find the solution which could be most beneficial for Brian's future.

*The rest of the students take roles of other teachers and are free to develop their characters and attitudes . The aim of the discussion is to reach some final decision concerning Brian Jones' future in the school and to work out some recommendations for Brian's parents.*

***13. Group work. In groups of three or four consider the following statements, decide whether you agree with them or not and write your arguments for or against:***

*1. Children should only leave home after they are married.*
*2 . Children should always obey their parents.*
*3. Young people should not get married without their parents' consent.*
*4. Families should not have more than two children nowadays.*
*5. Family life is less important in the present-day world than it used to be in the past.*

***14. Make oral or written commentaries on the following quotations:***
"The childhood shows the man as morning shows the day" (John Milton)
"It is a wise father that knows his own child" (William Shakespeare)
"Children need love the most when they desire it the least" (Gene Bedley)
"To educate a child in mind and not in morals is to educate a menace to society" (Theodore Roosevelt)
"Truth must be passed from friend to friend, from teacher to student, from parent to child" (William Bennett)
"When children are doing nothing they are doing mischief" (Henry Fielding)
"No one ever became thoroughly bad all at once" (D.J.Juvenal)
"Nature is often hidden; sometimes overcome; seldom extinguished" (Francis Bacon)

# Communicating with teenagers can seem difficult

Teens are filled with emotion, and feel a strong need to make their own decisions. But they are not yet adults, and are just developing the skills they will need to make well thought out decisions. They need their parents' help and guidance. Yet they often act as if they do not want the help. It helps to remember that the parent is the adult, and that the teen does need love, reassurance, guidance and advice. So how does a parent get through to a teen?

One way to start is to respect your teen. Respect their privacy in their phone calls, mail and need for private space sometimes. Respect their ability to make decisions. Do not put down your teens' worries as not important.

Another way to help improve communication is to let them make decisions about their clothes or hairstyle. You can help your teen learn about compromise by negotiating an agreement about clothes, hair, and curfews. Ask your teen what their opinion is on these topics, and ask them what they believe would be a fair compromise.

Remember to keep a sense of humor. Be honest and expect that your teen will be honest too. Tell them what your concerns are, but do not compromise if you believe that your teenager is involved in something that could be destructive. At that point, you should seek the advice of a counselor or health professional. They can help direct you to resources in your community to help improve your relationship with your teen.

1. Find in the text the words that mean the following:
a)  the time, decided by a parent, by which a child must be home or asleep in the evening (AmE);
b)  a teenager (AmE, informal);
c)  help and advice that is given to someone about their work, education, or personal life;
d)  to succeed in making someone understand something, especially when this is difficult;
e)  the state of being able to be alone, and not seen or heard by other people;
f)  an agreement that is achieved after everyone involved accepts less than what they wanted at first, or the act of making this agreement;
g)  causing damage to people or things;
h)  someone whose job is to help and support people with problems;
i)  someone whose job involves people's health.

2. Answer the questions.
a)  Why can communication with teenagers be difficult?
b)  Why do parents often misunderstand their children when they are in their teens?
c)  How can parents help their children cope with their problems?
d)  How should parents act if they don't like their children's clothes or hairstyle?
e)  Why is keeping a sense of humour important when communicating with teenagers?
f)  In what cases should parents seek the advice of a counsellor or health professional?

3. Make a list of rules how to communicate with teens.

4. Point out some typical mistakes parents make which result in misunderstanding and conflicts.