



**New Trends
in Psychology**

Communication in the Family

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Abstract: The mission of communication, we can agree, is obvious, however, the simple possession of language is insufficient for talking with another person. For effective communication, language and social skills are mutually oriented. Here, the family has a defining role of regulation and training. The new school requirements diversify the affective register; thus the feeling of duty appears, its formation requires direct guidance from the adult and finally the crystallization of a balanced work regime. One of the essential results of the affective relations between the child and his parents, or the adults who play their role, is the birth of moral feelings specific to the duty of conscience. In this part of childhood, bonds with parents are created specifically for protection, support and reassurance. The role of the family must be to provide a warm welcoming secure shelter or in other words a home, which is regulated by simple but clear rules. Shared attention and communication in the family is very important, especially in the early stages of children's language development.

Keywords: communication; family; children; school; emotional language; development

Introduction

What is the importance of language/communication in the child's development?

The mission of communication, we can agree, is obvious, however, the simple possession of the language is insufficient for talking with another person. Vocabulary acquisition is one aspect, everyday use is another. The awareness of the

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fact that what is being said is understood is necessary in speech, so the adaptation of the content to the context and receiver of the message is decisive.

Children's ability to consider another's perspective is not yet sufficiently developed. Young children tend to assume that others understand them, starting from the fact that they understand themselves; often, they are not aware that their message is inappropriate and therefore become frustrated if what they say makes no sense to the listener. It is necessary to learn that there are certain rules for using language such as alternating the turn, in which the child and the partner exchange the roles of listener and speaker, avoiding simultaneity.

For effective communication, language and social skills are mutually oriented. Here, the family has a defining role of regulation and training.

I chose to present the importance of communication in the family with the young schoolchild, emphasizing above all, the cardinal context of his development.

2. The Stage of Cognition and Personality

6/7-10/11 years represent in the evolution of the child's thinking, the stage of concrete thinking when operationality is manifested in the form of analysis, synthesis, comparison and the beginnings of generalization and abstraction. The development of knowledge and the conceptual system creates a certain correlation between real, possible and impossible in the process of knowledge.

It is the stage of literacy, of the consolidation of reading and writing, of the capacities to acquire the symbolism involved in the alphabet but also of numbers. The increase of the passive vocabulary up to 4000-5000 words, doubles that of the preschooler, and the active one is more than 1000 words. Other advances refer to specifying the meaning of words, understanding figurative meanings and rigor in the correct use of words. Very good language development provides a basic condition in the development of all cognitive processes.

Reading and learning are accompanied by inner language (the child, while writing, dialogues with himself: okay, wait, look, etc.). Internal language reinforces the anticipatory and regulatory roles of external language.

The non-cognitive factors that influence this period are mainly: motivation for school learning, affective stability, self-confidence, the attitude of others towards the child who reads.

This stage is also that of personality syncretism, through the assimilation of affectivity in intellectual and social structures. During the period from 6 to 12 years children begin to think reflectively and formally, they now know that the self is a thinker and this function becomes essential and central like all other aspects of individuality.

The child learns that outside the family he is not very different from the parental standards and gets a harsh lesson of reality testing, the rules set by the parents are important, the rules set by the group are absolutely binding.

The new school requirements diversify the affective register, thus the feeling of duty appears, its formation requires direct guidance from the adult and finally the crystallization of a balanced work regime. Low schooling also provides fertile ground for the development of intellectual moral sentiments. He is particularly permeable to the influences of the family environment, which, together with the school, must act deliberately and consistently to strengthen the positive traits while correcting the negative ones. Starting an activity is triggered by the force of the adult's authority, so it is based on an extrinsic motivation. The fact that the self-estimation (and/or the parents') does not coincide with the estimation of the teacher and the other children, creates a space for complex experiences of school life and competition. The child generally tries to adjust especially to the parents' requirements, in order to avoid their coldness, reproach, punishment, and disappointment in case of failure. That's why children can resort to strategies of avoidance, evasion and, in extremis, lying. If these means prove to be successful, they start to be used more frequently and casually. Thus, defense mechanisms and standards of social behavior are developed. The child learns to be aware of the possibilities and limits at his disposal, which helps him develop a clearer self-image. To avoid the traps set by reality duty includes making excuses and rationalizations, to prevent injury to self-respect, it can deny that obstacles exist, and it can invent evasions and strategies that are only false solutions to life's problems. At the age of 10, the cycles of childhood end - establishing the foundations of personality, self-awareness, acquiring the status of a schoolboy alongside that of a family member, these create a wide opening for the child towards social life and, thus, the fundamental premises of maturation.

3. Reporting to the Family

One of the essential results of the affective relations between the child and his parents, or the adults who play their role, is the birth of moral feelings specific to the duty of conscience.

Freud launched the notion of the "super-ego" or the internalization of the affective image of the father or parents, which becomes the source of obligations, compulsion patterns, remorse and sometimes even self-punishment. Imitating the adult comes from his desire to prove that he is no longer small, also in speech, the child begins to frequently use the superlative in describing situations, events and objects.

The organization of the child's space is achieved as a psycho-affective distance. In this sense, intimate space is the space where the intensity of interpersonal relationships reaches a kind of culmination, where only close people are admitted. In the intimate space are also relationships with family members. The best situations are those of families with a clear, warm attitude, attentive to autonomy, balanced control.

In this part of childhood, bonds with parents are created specifically for protection, support and reassurance. The role of the family must be to provide a warm welcoming secure shelter or in other words a home, which is regulated by simple but clear rules. It is recommended that parents exercise moderate control over the child during lessons, and towards the end of the first school year gradually grant him more and more independence.

4. Communication with Parents - Emotional Language

The only way of communication between the infant and the mother is through emotional expression and the behavior associated with it. Later, talking is added to emotionally mediated communication, this will still be maintained throughout life as the main feature of intimate relationships. Adults talking to children is very different from talking to other adults.

This is not only about saying it, but also about how it is said. Initially, this style was called "motherese" because mothers were the only people investigated; since then it has become apparent that anyone - fathers, men and women with little childcare experience, even older children - will adopt the same style when faced with a young child.

Thus: sentences tend to be short, simple and grammatically correct, pauses between words are long, intonation is exaggerated, they contain several attentional mechanisms, sounds have high and variable tonalities, and the content is most often anchored in the present.

The younger a child is, the more pronounced the characteristics of Adult-Child language tend to be; in other words, adults "regulate" their speech in relation to the child's perceived linguistic competence (Snow, 1989). The direction of development may not be adult-to-child but child-to-adult: rather than adults being responsible for children's progress in language development, it is possible that, as the child becomes more proficient, adults use still less a simplified language. At the same time, the direction of influence is more likely to be both ways: adults and children influence each other in a continuous process.

Specialists and research talk about the determinant of the child's communication development in the family *through sharing*. The more time children spend in episodes of shared attention, the greater their progress in language acquisition will be. There is little doubt about this, especially when adults take care that their linguistic input is relevant to the child's interest at that moment. By sharing an interest, parents ensure that the language the child hears makes sense to them, and what makes sense is more easily incorporated into the child's repertoire. Shared attention is especially important in the early stages of language development, when children are learning how to verbally label things and building their vocabulary.

Moreover, if shared attention leads to shared experiences, it also allows partners to cement their interpersonal relationships, thus having a more general social function than just language learning. As with other aspects of development, the active role that children play in their own progress should also be noted. Children are creative beings who search for meaning, and this is not so clearly seen in any other human function as in language learning. New theoretical approaches have increasingly recognized this; thus, Lois Bloom and her colleagues (e.g., Bloom & Tinker, 2001), **proposing the intentionality model** of language acquisition, highlighted that the role of the child is paramount in all aspects of language learning—in particular, that children's intention to communicate with others and settle in the social world motivates them to openly express, through increasingly sophisticated linguistic means, the intentional states they experience. Thus, it is not so much external guidance as the child's internal resources that provide the engine for language acquisition.

5. Conclusions

The time that parents spend with their children fulfills 3 functions: the function of maintenance and repairs (household activities), the function of comfort (moments of tenderness and confession) and the function of development (explicit educational objectives).

The child, a small schoolboy, 6-11 years old, thinks reflexively and formally, knows now that he is a thinker, suffers a syncretism of the personality, through the assimilation of affectivity in the intellectual and social structures. He has a substantial need in the development of communication to share.

It is recommended that the adult listen to his stories with maximum attention and interest and not intervene with questions until he has exhausted his baggage of news.

The family environment needs to be conducive, in the form of a safe home, regulated by simple rules. In the training context, priority is given to the informative dimension, the child must be helped to distinguish good from bad.

Building the child's self-confidence occupies a special place, and for this attitude it is recommended that the adult inoculate the child with an authentic hierarchy of values.

Shared attention and family communication is very important, especially in the early stages of language development, however, whatever help children receive from their social partners, and however important their biological endowment may be in providing a foundation, it is unlikely that let them tell the whole story.

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