DISCIPLINE METHODS FOR CHILDREN THAT WORK
- NO SHOUTING AND HITTING

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There are still advocates, especially in the older generations, that the beating is the most efficient disciplinary method and that the child does not know what discipline is if it does not get a beating once in a while (Ritchie, 2002). If force is applied, the effects are instantaneous, but not permanent. The child that is physically punished every time something hides, does not learn how to become good and obedient. Shooting, slapping and kicking children show that it's okay to hit others to solve the problem and can encourage them to punish others in the same way they are being punished. Physical punishment prevents certain behaviors only for a short time.

Even severe punishment children can become accustomed so that later punishment has no impact on them. Beating eventually becomes ineffective. Beating teaches children to fear, a bad image of themselves, revenge and the idea that it's okay to beat someone you love. Beating does not teach children to respect the rules, make wise decisions, or have internal control. Research has shown that physical punishment is associated with a reduced cognitive development of a child (MacKenzie et al., 2014). It has been observed that the reduction of physical punishment may result in a reduction in juvenile delinquency and a minority of problems in adult behavior. In addition, it has been proven that physical punishment is very stressful for the child and that this stress can last for years. Physical punishment reduces child's trust in parents and generally in adults (Durrant & Ensom, 2012).

A priest or a prodigy – it may not last longer than one minute. It must be applied immediately after the omission made and should only apply to this lack of information. After the abortion, the emotional encouragement of the child should be followed. To achieve the full effect, one has to adhere to some rules:

1. A child needs to be told exactly why we overreact him. For example. "You threw stones on the kids." This precision is necessary, because the younger the younger it is easier and faster to forget what he is allowed to do, and what he cannot do, so he might not understand why we overstep it.

2. It is important to repeat the behavior rule. For example. "I told you already that you do not need to throw stones." It does not have to be difficult for us to repeat it all the time, because the rules of behavior are not a child born, but it is learned by learning them.

3. In order for a child to better understand our message, it should be shown to him as something bad first for him, and then for others. For example. "If you continue to throw stones at your friends, they will get angry and will not want to play with you anymore." With 2–3 years the child watches everything through his needs, and hardly understands someone else's. In addition, it is unable to see the consequences of its proceedings, and it should be pointed to them.
4. A child should be obeyed the same moment when making a non-notification, and not later. For example. "You will see when your dad comes home." The child, in fact, lives in the present time and is difficult to switch to the future or the past. It is incomprehensible to him that he is punished when things have calmed down and when he does not remember what he has hidden.

5. We give him an alternative to his behavior. For example. "You want to play with a cat? Try to throw her a ball." (She just barked a cat). A child should be given the option of choosing, and not simply forbidden by something. We try to convince him that we do not condemn him but the bad deed he has done.

6. Let us show him that we have trust in him. For example. "I know you understand, and you will not do it the next time." We try not to get upset if the child quickly forgets what we told him. If he knows that we have confidence in him, he will have the incentive to act better, so that we would not disappoint and disappoint our expectations.

If parents or educators decide to punish, they must not offend the child's personality, because humiliation in the child encourages the creation of a negative image of himself that is very harmful to his growing up. Every punishment must be explained to the child why it was obtained and what is expected of him. The child must not think that we are punishing him because we do not like him. Often punishment a child gets used to a ban and denial and is not motivated to change his behavior. The threat is also ineffective, because the child soon realizes that adults just threaten to punish him, but they have not, and they do not take their threats seriously. However, the punishment whatever it may be, even at the right time, causes discomfort, which is not an incentive for all children for better behavior.

REFERENCES