

## **Transitional age or how to talk with a teenager**

Each of us would very much like to have no problems with children, especially problems with obedience. But in reality, everything turns out to be so problematic that adults get lost, start looking for solutions, get even more confused, and the growing child takes more and more power into his own hands.

Adolescence is a very difficult, but extremely important period for the formation of a person's personality.

Let's focus on the age characteristics of adolescence.

Age features of adolescence

1. Middle school age (from 11-12 to 16 years old) is called adolescence, or adolescence.

2. Feeling of adulthood - the emerging idea of oneself as no longer a child. A teenager begins to feel like an adult, to strive to be and be considered an adult.

The feeling of adulthood that arose in a teenager manifests itself as a subjective experience of the teenager's readiness to be a full member of the adult team. A teenager begins to feel like an adult, to strive to be, and to be considered. The originality lies in the fact that a teenager rejects his belonging to children, but there is still no full-fledged adulthood, although there is a need for recognition by others. The adolescent's claims to new rights extend primarily to the sphere of his relations with adults. He begins to resist the demands that he used to fulfill; takes offense and protests at attempts to limit his independence. He has a heightened sense of self-worth, and he claims greater equality with adults. A situation specific to this age is created: he restricts the rights of adults, and expands his own and claims respect for his personality and dignity, for trust and independence.

The formation of an equal attitude towards adolescents in adults is hindered by:

- The invariability of the social status of a teenager - he is still a schoolboy;
- Complete financial dependence on parents;
- The habitual parenting style of adults is to guide and control the child;
- Preservation of childish behavioral traits in a teenager.

It is important to discuss with teenagers the problem of the rights and obligations of each person, including parents, in relation to himself. Therefore, the success of raising a teenager to a large extent depends on the adults overcoming their stereotypical attitude towards him as a child.

At this time, teenagers rush into active recognition of various aspects of life, active testing of their new roles. They do not need anyone's advice, because they need their own mistakes.

3. Leading position communication with peers.

The leading motive of a teenager's behavior is the desire to find his place among his peers. Moreover, the lack of such an opportunity very often leads to social maladaptation and offenses. Peer assessments are beginning to take on more importance than teacher and adult assessments. A teenager is most exposed to the influence of the group, its values; he is afraid of losing popularity among his peers. In communication as an activity, the child assimilates social norms, reassesses values, and satisfies the need for recognition and self-affirmation.

Most often, communication goes beyond the school and stands out as an independent important area of life. Relationships with peers stand out in the sphere of personal life, isolated from the influence, interference of adults. In peers, a teenager appreciates the qualities of a comrade and friend, ingenuity and knowledge (and not academic performance), courage, self-control.

4. Age is characterized by a restructuring of the motivational sphere (including those filled with new meaning and already existing motives), the intellectual sphere (elements of theoretical thinking and the professional orientation of interests and plans are manifested), the sphere of relationships with adults and peers, the personal sphere - self-consciousness.

At this point, I would like to dwell on the relationship of adolescents with their parents. The sphere of relationships with parents throughout the entire period of growing up remains significant and has a strong influence on the formation of personality. Older teenagers "discover their parents" for the first time and begin to make extremely high demands on them.

Parents are perceived by adolescents as people who provide for their present and future. In this regard, adolescents are very emotional and interested in their relationship with their parents, the social status of their father and mutual understanding with their mother. However, the process of relationships has a one-sided orientation - adolescents require attention, understanding, and encouragement from their parents. Parents "let them solve their own problems", the teenager only evaluates the success of such decisions. There is no readiness to meet the parents halfway, to give something, to "share oneself". In most cases, there is an orientation not only to "take" from parents, but also to "give", reducing one's own activity to zero.

In families, there is no atmosphere of warmth in the relationship between parents and children. Every ordinary teenager (from a complete family) experiences emotional rejection from both parents. The most typical hostile-inconsistent attitude of parents, combined with their psychological autonomy. Adolescents formulate it as a "not up to you" attitude. In half of the cases, there is overt or covert hostility towards parents in relation to adolescents.

In adolescence, the attitude towards the family as a whole and towards parents changes in the following directions:

1. Criticism, doubts and opposition to the values, attitudes and behavior of adults appear.
2. Emotional ties with family weaken.
3. Parents as a model for orientation and identification recede into the background.
4. In general, the influence of the family is decreasing, although, in fact, it remains an important reference group.

What should parents do?

It is necessary that a teenager master the adult position, and for this he must make a real contribution to the life of his family. It is useful to prescribe an agreement on the rights and obligations of a teenager, and during the holidays give him the opportunity to work somewhere. He will study not because he is forced, but realizing that he needs it. He will report when he is delayed, because, being in an adult position, he will regret his parents.

Dear parents, you should know that a teenager is subject to strong feelings caused by the feeling of coming adulthood and the formation of the image of "I". The feeling of adulthood as a manifestation of self-consciousness is the core, structural center of the personality.

One of the first results of self-knowledge is low self-esteem (a teenager strives to solve the simplest problems, which hinders his development). According to many criteria - "mind", "communication", "health", "character", etc. - in a 10-point measurement, a teenager evaluates himself at about 5 points, and according to the criterion "happiness" does not rise above 3-4 points. The process of self-knowledge goes along the path of discovering more and more shortcomings and negative qualities, the teenager blames himself for everything - both in poor studies and in conflict with his parents. This is facilitated by the assimilation of the ideas and assessments that the surrounding adults have. Studies show that parents practically do not see the positive traits and merits of a teenager, while judgments about the shortcomings are extremely diverse and specific. A teenager still does not know how to rely on the strengths of his personality, character, his virtues, therefore he is vulnerable.

Psychological advice to parents.

Build a positive relationship between you and your child. 1. Talk to your teen in a friendly, respectful tone. Restrain your criticism and create positivity with it. The tone should only show respect for the teenager as an individual. 2. Be both firm and kind. The adult should be friendly and not act as a judge. 3. Remove control. Control over a teenager requires special attention from adults. Reciprocal anger rarely leads to success. 4. Support your teenager. Unlike a reward, support is needed even when he does not succeed. 5. Have courage. Changing behavior takes practice and patience. 6. Show mutual respect. An adult must demonstrate trust in a teenager, confidence in him and respect for him as a person.

The most common problems associated with raising teenagers.

Communicate with a teenager: how?

Our children are growing, so are the problems associated with their upbringing. How to find mutual understanding (and is it possible to find it).

So, the main problems of this age.

**PROBLEM 1. "My child does not HEAR me."**

Rule 1. When addressing a child, speak less, not more. In this case, you increase the likelihood of being understood and heard. Why? But because children need more time to comprehend what they hear before answering something (they have a completely different speed of processing information than adults). Thus, if you ask your child a question or ask for something, wait at least five seconds - the child will take in more information and, quite possibly, give an adequate answer. Try to be concise and precise, avoid lengthy monologues. At this age, the child becomes more receptive if he knows that he will not have to listen to a whole lecture. For example: "Please clean the closet before you go for a walk", "Now you need to learn physics", etc. Sometimes one reminder word is enough: "Cleaning!", "Literature!".

Rule 2. Speak kindly, politely - as you would like to be spoken to - and ... QUIETLY. A lowered, muffled voice usually catches a person by surprise, and the child will definitely stop to listen to you. After all, it is not for nothing that teachers use this technique so successfully to attract the attention of a raging class.

Rule 3. Be an attentive listener, do not be distracted by extraneous matters when the child tells you something. Listen to him twice as much as you speak. Your growing child simply cannot become an attentive listener if he has no one to learn this from. Make sure you can. You want to be an example of what you require from your child (pay attention to how you listen to your husband, friends, family and, of course, the child himself).

Rule 4. If you are very annoyed, you should not start a conversation. Your irritation, aggression will be instantly transferred to your child, and he will no longer hear you. This is due to the fact that one of the psychological features of this age is emotional instability, to a greater extent due to hormonal changes occurring in the child's body.

Rule 5. Before you say anything, make eye contact with your child. First, make sure he is looking at you and not away (if not, then ask to look at you - this technique works with adults, such as husbands). When you look into each other's eyes - the child is at your disposal, you can formulate your request or question. Doing this all the time when you need your child's attention will teach him to listen to you.

Rule 6. It is often difficult for teenagers to immediately switch their attention to your question, especially if they are busy doing what they really like. Moreover, the child may not really hear you (such is the peculiarity of attention at this age). In this case, give warnings - set a time limit: "I want to talk to you in a minute, please digress" or "I need your help in two minutes." At the same time, the set time interval should not exceed five minutes, otherwise the teenager will simply forget.

#### PROBLEM 2.

"Rudeness, disrespect for elders.

My child is IRRITABLE all the time"

The psychological reason for this behavior: the emergence of the need to feel like adults. There is a desire to feel like an adult, but there is still no true adulthood. The teenage child may not yet enjoy the privileges that adult status gives a person, but has already lost the benefits that he had in childhood. Here a teenager does not know how to show his "adulthood", and finds the easiest way - rudeness, impudent phrases that he could not afford before. And here it is very important for parents to behave correctly in order not just to yell and "crush" with authority, but to correct the situation.

Rule 1. If your child is rude, immediately point it out to him so that he always knows that he has stepped over the line. Focus your comments on behavior, not on the child's personality. For example: "When I talk to you, you roll your eyes. This is a sign of disrespect. You shouldn't do that anymore", "Telling me to leave me alone when I'm talking to you is unacceptable. Try to make sure that I don't repeat it again" .

Rule 2. Learn to speak with your child on an equal footing, do not lisp and do not suppress - let him feel his importance so that he does not look for other ways to get this feeling. Consult with him more often in various family matters - it is possible that he will offer some fresh solution, and there is no need to be rude in such a situation, moreover, rudeness here will look childish.

Rule 3. Explain to the child what is right and wrong, what is possible and what is not. Do not think that the child himself knows how to behave correctly. He still needs your authority. Just try to do this not in the form of moralizing, but during a friendly conversation, even better - using your own experience as an example.

Rule 4. Try not to get into arguments. No need to defiantly sigh, shrug your shoulders, show that you are angry, persuade, swear - such tactics only exacerbate such behavior. Practice shows that teenage children stop being rude and insolent when they see that this is ineffective in attracting the attention of adults. So stay neutral, don't answer. For example, look distantly at something, and if it doesn't help, close yourself in another room. Just refuse to continue the conversation while the child is rude, and do this ALWAYS.

Rule 5. Even if a teenager behaves incorrectly and rudely, make a remark to him only in private, and not in the presence of other adults or teenagers. Adolescents are VERY sensitive to any criticism, and this can lead to pronounced oppositional behavior and only increase rudeness.

#### PROBLEM 3. "My child lies all the time"

Reason: Unfortunately, in adolescence, lying, especially if it has taken place before, becomes more familiar to the child, he lies more often. In communication with adults, this manifests itself because there are more and more secrets from parents, and, consequently, reasons to deceive. In communication with peers - to embellish their qualities, capabilities and abilities. It is very bad when it becomes a habit, and the statement "It will pass by itself" is clearly inappropriate here. You need to try gently, delicately, but decisively to wean your child from lying.

Rule 1: Assume Honesty and Demand Truthfulness. Constantly explain your attitude to honesty: "Everyone in our family should be honest with each other." But before that them to analyze what kind of example of honesty you set yourself. Do you yourself use "innocent" lies? Have you asked your child to answer the phone that you are not at home when you are, etc.

Rule 2. Try to identify possible reasons for cheating. As a rule, a teenager begins to lie first of all in order to attract the attention of parents, adults, and friends. In second place is envy, despair, resentment or anger. And on the third - fear of punishment or fear of letting parents down. Moreover, a direct question on this topic does not work: he, as a rule, does not know exactly the real reasons. Analyze for yourself: when the lies began, to whom is he lying - to everyone or only to some?

Rule 3. Despite the fact that your child is no longer a baby, continue to explain to him why it is wrong to lie. Give strong arguments, accompanying them with illustrative examples close to the age of the child: lying can lead to trouble, often very big; reputation also suffers, the peer group ceases to trust you (in adolescence this has a very big impact); deception offends, especially those closest to you, etc. Ask questions that will help the child understand for himself what such behavior can lead to, and wait for an answer to them. For example: "If you don't keep your word, how can I trust you?" etc.

Rule 4. Remember that teenagers most often lie to get attention. Based on this, try not to react too sharply to exaggeration or distortion of the truth. If your child did just that, try to remain calm - from your screaming and lamentations, he will only want to run away to hell, but in no way become honest.

Rule 5. Enter "penalty" for lying. And choose a method so that your child, as a result of its use, does not want to deceive. For example, let each time, having deceived, write an apology to the "victim" - mother, father, etc. (it will be useful for you to read what was written in order to understand your child).

PROBLEM 4. "My child does not want to learn."

The main reasons for not wanting to study. - Laziness, and more simply, unwillingness to work.

- Lack of motivation - "Why study at all?"
- Fatigue and heavy workloads.
- Poor relationships with teachers and classmates.
- Fear of failure, low self-esteem.
- Relationship problems with parents, stress.

Today's children often do not want to learn for a very simple reason: they do not know what it is for. For today's children, the announcement that they must learn is an empty phrase. Quite doubtful are the statements that, only by studying, you can get a good job in life. Our children are not stupid at all and every day they see people who, if they learned something well, obviously did not do it at school. And, nevertheless, these people are perfectly (often much better than parents advocating education) "arranged" in life. In addition, children, especially those under the age of 14, are generally not very capable of predictive thinking. Thinking today about what will happen to them in five or six years, and even somehow subordinating today's actions to this is an overwhelming work for their minds. So what to do?

The only way out is to show children every day, at every opportunity, that knowledge and education make a person's life more interesting, full, expand the boundaries of the world accessible to him.

Accessible not in terms of "take and eat", but in terms of "understand".

Another reason why quite capable students often do not study is a lack of interest in learning.

They are simply not interested, and none of your beliefs and threats will help here. The only way out in this case (if the child is really gifted) is to find a school or program that is quite adequate to the child's abilities.

Interest in learning will return - academic performance will return.

Learning motivation should be developed based on the actual needs of adolescents. The central place in educational motivation is occupied by the motive of self-affirmation. This opens up the possibility for the development of learning motivation and general cognitive motivation by strengthening the self-esteem of the student, the development of arbitrariness of behavior, strategies for overcoming difficulties. When teenagers fail (or don't achieve the success they expected), they quickly become frustrated with the field and themselves. Supporting a student, strengthening his self-esteem, developing his ability to analyze the causes of failure are essential points for learning motivation.

## CONCLUSION

We have considered only a small part of the problems that parents experience when dealing with teenagers.

I wanted a parent raising a teenage child to understand that being a teenager is very difficult.

Filled with energy released in the most powerful physiological shifts, obsessed with the need for independence that has arisen, full of expectations for future success in a great life, a teenager goes through the most difficult trials in search of his own ways in a new world for him.

No matter how hard it is for you, don't