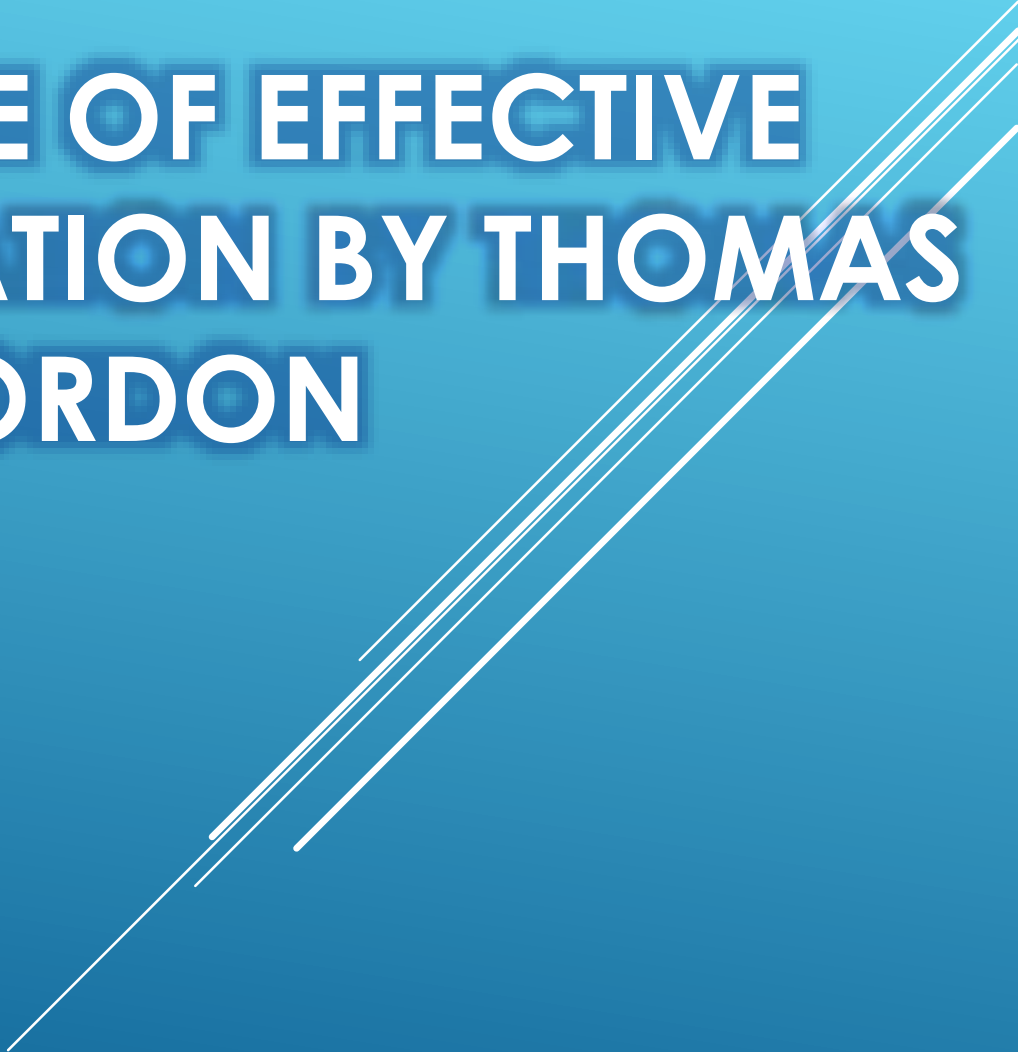


TECHNIQUE OF EFFECTIVE COMMUNICATION BY THOMAS GORDON

The background is a solid blue color. On the right side, there are several white, parallel diagonal lines that sweep upwards from the bottom right towards the top right, creating a sense of motion or a modern design element.

Famous American psychotherapist Thomas Gordon has developed a technology for effective resolution of problems arising in interpersonal communication.



His book "Training effectiveness parents" and "Training effectiveness of the teachers" are very popular.

T. Gordon details developing technology through which it is possible to solve such complex problems as the respect for the child's needs, parenting responsibilities and the establishment of democratic relations in school and at home.

Although technology Gordon is addressed to those who interact with the kids, you can use them in dealing with a person of any age.



An obstacle to the formation of a position of openness to development in cooperation with an adult is inefficient means of communication, typical for the interaction and communication of the child with an adult in a family. There are twelve such typical ways of communication, and they can be divided into four groups depending on the direction of the adult's speech in communication with the child.



Ineffective methods of communication

```
graph TD; A[Ineffective methods of communication] --> B[Sayings to influence the behavior and activity of the child]; A --> C[Sayings aimed at the assessment of the child's personality]; A --> D[Sayings aiming at the interpretation of the behavior and personality of the child]; A --> E[Sayings like avoiding communication with the child];
```

Sayings to influence the behavior and activity of the child

Sayings aimed at the assessment of the child's personality

Sayings aiming at the interpretation of the behavior and personality of the child

Sayings like avoiding communication with the child

SAYINGS TO INFLUENCE THE BEHAVIOR OF THE CHILD

- ▶ Order, disposal, command.
- ▶ The threat, warning, caution of the child about the possible negative consequences for him of non-compliance with the order and command of an adult.

EFFECTS:

Both of these kinds of covert statements communicate to the child a lack of respect for his feelings and desires, an adult rejecting him as an individual, a lack of confidence in his competence and the ability to make and implement a decision himself. Orders and threats cause the child to fear, worry and insecurity before the will and authority of the parents. Negative affective experience can lead to the emergence of resistance and aggression, irritation and anger towards parents, or to the formation of submission and dependence in front of force and power.

Sayings to influence the behavior of the child

- ▶ Sermon, notation, moralizing - statements that appeal to the authority of higher authorities.
- ▶ Tips and explanations contain a detailed description of the parent of what and how to do the child.
- ▶ Instructions, logical reasoning, teachings

EFFECTS:

**child's distrust of the level of competence and authority of the adult himself;
the inability to independently resolve the tasks assigned, take the initiative, blocks the
development of personal autonomy;
sense of personal inadequacy and inferiority, which can be the basis for the formation
of an inferiority complex, the cause of the struggle for power, superiority, determine
the choice of inadequate life strategies**

Sayings aimed at assessing the child's personality

- ▶ Negative evaluation, condemnation, criticism, "the verdict"

The consequence of Such statements negatively affect the development of the child, imposing him a negative view of themselves and their capabilities, forming inadequate or distorted self-image.

- ▶ "Labeling" ridicule, "name calling", insults.

Consequence: the formation of feelings of abandonment and emotional rejection, insecurity, inferiority complex, low degree of self-acceptance, defensive-aggressive, hostile stance towards the world.

- ▶ Praise, far from reality or simply not relevant to the way I

Consequence: inadequate knowledge about their abilities and opportunities, distorts his perception of the world and their relationship with him and ultimately is an obstacle to effective communication and activities.

Sayings aiming at the interpretation of the child's behavior

- ▶ Interpretation, diagnosis

Consequences: violate the intimacy of personal space, form a sense of superiority of an adult and dependence on him.

- ▶ Questions, investigation, "interrogation"

Consequences: a feeling of dependence and helplessness in front of an adult.



Sayings like avoiding communication with the child

- ▶ Consolation, reassurance

Consequences: the experience of the child's emotional rejection of him and his adult feelings, increased anxiety related to the threat of invasion in the world of his inner experiences

- ▶ Distraction, attention, care

Consequences: refusal of contact with a parent for the resolution of difficult and conflict situations.



ACTIVE LISTENING

“Active listening” is not just a statement, but a definite position in communication, when an adult refuses assessments, advice, explanations, attempts to analyze and interpret a child’s behavior and focuses on the child’s feelings and emotional states as fully and clearly as possible.



ACTIVE LISTENING TECHNIQUE

- ▶ Non-verbal component: establishing perceptual contact with the child (face-to-face position, eye-level eye contact); interest in the look and warm smile of the parent; gentle, soft intonation, moderate loudness of voice and average speed of speech; the distance in the space between the child and the adult is between 50-70 cm.
- ▶ The verbal component: repetition of the child's statements "word for word" and paraphrasing, suggesting a more complete and in-depth description of the child's feelings and experiences to adults as compared with the child's original statement.

I-STATEMENTS

- ▶ "I-statements" (consisting of the four steps) can be extremely effective in conflict situations when it is necessary to find a constructive (productive) to resolve it.
- ▶ "Self-expression" is one of the acceptable ways of expressing their feelings and taking responsibility for what happens. Instead of blaming the partner (which is often the case in conflict), the speaker verbalizuet (expressed in words) is the problem, the feelings he had in this regard, the reason of their occurrence and, in addition, expresses a specific request by the partner.

ALGORITHM OF CONSTRUCTION "I-STATEMENTS":

1. An objective description of what happened (without your own assessment of what is happening). For example: "When Dima responded to my request to hand in a notebook:" I forgot the notebook at home ... "" (Compare: "When Dima with a brazen grin refused to fulfill my demand to hand in the notebook ...").
2. Accurate verbalization of his feelings, arising from the speaker in a tense situation. For example, if you need to tell parents about the conflict that you have with his child, try not to blame either parents or student (this can cause "resistance" and unwillingness to solve the problem together), but express your feelings: "I'm upset. .", "I was angry ... ", "I was furious ... "
3. Description of the cause of the feeling. For example: "After all, I had warned the day before that I would be collecting notebooks ...".
4. Expression of requests. For example: "I ask you to monitor Dima's homework during the week and come to school on Saturday or call me to discuss our joint actions."