

children hold the same level of assessment and so the standard must be concise and precise. If a child's judgement on any fact depends totally on his/her parents' words, he/she will hold no cognition of being right or wrong when the parents are not at his/her side. In psychology, the capability of adjudication is an important factor to lead to the learning of a special type of behaviour. Thus, to take up a fine habit or practice, we have to train a child to decide the level of being right and wrong. For the same example of going to bed early, some parents would like their child to go to bed at 9:30 p.m. If the kid does not understand the meaning of time or does not know how to read the time from the clock, he/she has to depend on the instructions of the parents, making the training to be a difficult process. Therefore, we have to consider our child's ability before setting a training programme which, at the same time, must be "applicable" for the learner. Furthermore, other simple indications can be utilized to be the supportive aid, for example, using an alarm clock making it ring at 9:20 p.m. and then another ring after every five minutes. If a child goes to bed before the third alarm, it means it is a success, otherwise, a failure. The majority of the four-year-old kids are able to understand the above situation. Nevertheless, if the parents are cautious, they will find that they are only successful in making their child to stay in bed but not to be asleep. It is because children cannot understand the meaning of fallen asleep and so it is difficult to say whether it is successful. Therefore, it is hard to establish such a practice.

Thirdly, set up a proper system of award and penalty. When a child is able to decide the success or failure of his/her performance, the next step to be done is to set up a system of award and penalty. Parents have to remember that the decisive factor for the reappearance of the same act is deeply affected by the consequences of that action. The sooner the award or penalty follows the performance, the more evident the effect is. For the said example of going to bed, should the kid really lie on the bed before the third alarm, the child deserves an immediate prize. The award may not necessary be an object. I prefer an encouraging spiritual honour. The prize can be a ten-minute story time. This means besides having Mommy in company, the little one may listen to an interesting story. This award is far better than promising to offer the child a toy the next month. If he/she goes to bed later than the scheduled time, all the wonderful programmes will be lost. This not only gives a very clear result of the

action but also allows the kid to strive for the terrific moment. Even if the young one loses it this time, he/she will struggle hard to get it back the next time. Once the rule is established, both the parents and child have to keep it and try not to open to too many exceptions, because lenient rules can never strengthen any fine practice.

Furthermore, according to the formula of psychology of behaviour, to encourage by rewards is the only way to increase the appearance of the practice though punishment is the only way to lessen the behaviour. To help the children to cultivate fine habits, we have to find a way to increase the rate of the performance of the action and the emphasis lies in the doer being heartened and rewarded. Nevertheless, how to encourage is a painstaking strategy. From the above example, it is clear that spiritual award are more touching than any material prizes. Specially for little children, care, being together and hugging are the most precious gifts and parents should try to make the best of these means. It is necessary to bear in mind that in practical life, giving penalties is easier than offering awards. Although in certain cases I do not disagree to the use of punishment, it should be done only in the situation of preventing some evildoings, e.g. the use of foul language. In fact, many times parents cannot avoid using punishment to restrain their children. However, I would like to emphasize that the nature of penalty should best be related to the consequences of the action. For the case of taking too long time to finish a meal, the child has to wash his/her own plate and not his/her Sunday play time will be cancelled. This also explains the reason of molding a kid's behaviour and dealing with the related consequences of the performance. In this way, the doer may try to plan and adopt his/her style of behaviour.

The cultivation of fine habits is very important and meaningful in helping our child to adapt himself/herself to social life and to establish a deep-rooted standard behaviour. Should parents apply the mentioned theories appropriately, maximum results will be achieved with just a little effort.

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4 做温暖的父母

一、培养孩子的自尊心

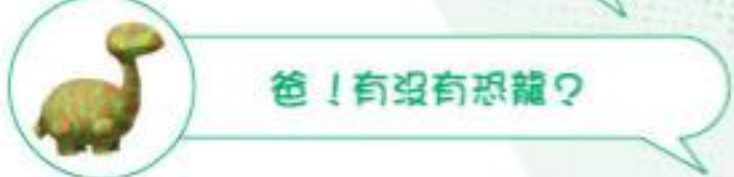
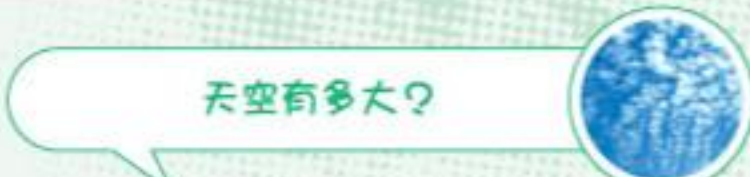
1. 孩子是从经验中学习及成长，父母只需从旁协助。
2. 孩子透过与父母的沟通，可以学习到父母处事的方式；而随著年龄及能力的增长，他们可以处理一些自己的事情。
3. 孩子透过对家事的参与，会培养自信及对家庭的归属感；而父母尊重孩子，会令他们学会尊重别人。

二、倾听孩子的想法

父母可以多和孩子沟通，聆听他们的需要和感受，增进对他们的了解，促进彼此的感情。

三、启发孩子的好奇心

花点时间陪孩子一起找寻答案，齐作研究，训练他的思考，这都是启发孩子好奇心及培养创造力的好方法。



四、赋予责任心

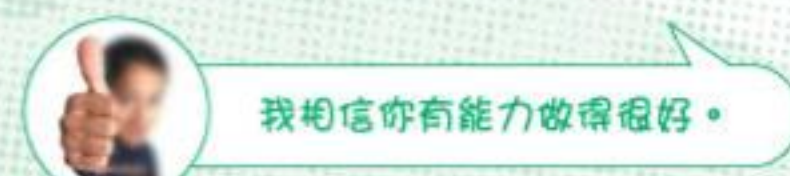
如果想孩子成为有责任感的人，父母是他们最好的榜样。

五、宠爱孩子

爱不是苛责，也非宠溺，而是一种源自内心的拥抱、微笑、关怀与垂询。

六、鼓励孩子

如果养儿育女不需要塑陶师的专心、老渔夫的耐心、慈善家的爱心，又怎能培养出身心健康的孩子呢？



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4 Pais Afectuosos

I - Formar a auto-estima da criança:

1. Através da experiência, as crianças aprendem e crescem; o papel dos pais é só o de apoiar.
2. Através da comunicação entre os pais e os filhos, as crianças podem aprender a forma como os pais lidam com as coisas. Com o avançar da idade e o aumento das capacidades, as crianças conseguem resolver os seus próprios problemas.
3. Através da participação nos assuntos familiares, uma criança pode formar a sua auto-confiança e o sentido de pertença à família. Os pais devem respeitar os filhos para que estes, por sua vez, respeitem as outras pessoas.

II - Ouvir as crianças:

Os pais devem comunicar mais com as crianças, escutar as suas necessidades e os seus sentimentos, para melhor os compreenderem e fazerem crescer o amor entre eles.

III - Incentivar a curiosidade das crianças:

Gaste um pouco de tempo a acompanhar os seus filhos para que sejam eles a procurarem as respostas às suas questões; estudem-nas em conjunto; ajudem-nos a treinar a capacidade de reflexão. Estes são os melhores métodos para incentivar a curiosidade e criar um espírito crítico nas crianças.



Mãe! Quem nasceu primeiro? O ovo ou a galinha?



O Universo de que tamanho é?



Pai! Existem mesmo dinossauros?

IV - Dar-lhes responsabilidades:

Se nós pretendemos que os nossos filhos sejam pessoas responsáveis, temos que ter presente que, como pais, somos os seus melhores exemplos.

V - Amar as crianças:

Amar não é ralhar mas também não é mimar; é antes um abraço que vem do interior, um sorriso, um carinho, comunicar.

VI - Estimular as crianças:

Se, ao criarmos os filhos não possuímos o cuidado do ceramista, a paciência do pescador e o amor do filantropo, como é que as nossas crianças poderão crescer de forma saudável, física e psicologicamente?



Eu acredito que tu tens capacidades para fazer melhor.

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4 Be Affectionate Parents

I - Nurture our child's self-esteem:

1. Let the child learn and grow by experiencing and parents may just be around to offer help.
2. Through communication with the parents, a child learns how to handle things from them. Then as time goes by, his/her capability may grow to the situation of managing some of his/her own problems.
3. Through participating in family affairs, a child is nourished with a sense of belonging to the family. When the parents respect the child, the child will in turn learn to respect others.

II - Listen to our child:

Parents may have frequent communication with their child, listen to his/her needs and feelings to improve the mutual understanding and enhance mutual affection for each other.

III - Enlighten our child's curiosity:

Spend more time with the child to look for answers to some questions, study and make research with him/her to train his/her capability of reflection. These are all useful methods to stimulate curiosity and to nurture creative power.



Mom, a hen exists first or an egg?



How big is the sky?



Dad, were there dinosaurs in the world?

IV - Let our child shoulder some responsibilities:

To nurture the child to possess the capability of shouldering responsibilities, the parents are the best models for him/her to learn from.

V - Love our child:

Love is neither scolding nor spoiling. It is a heartfelt hug, smile, care and communication.

VI - Offer our child encouragement:

If we do not bring up our child with the concentration of a ceramist, the patience of an angler, the love of a philanthropist, how can we help our child to be physically and psychologically healthy?



I believe you have the capability to make it well done.

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