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How to help the younger school pupil to become successful in society.

This is my secret. It is only with the heart

that one can see rightly;

What is essential is invisible to the eye.

Antoine de Saint-Exupéry

Education of children since early years is guarantee of their success in the future. The child by the nature is active and curious, he easily absorbs everything that sees and hears around, and the mood of adults is easily transferred to him. Important, what emotional impressions he receives: positive or negative; what manifestations of adults he observes: geniality, care, tenderness, friendly faces, quiet tone, humor or fuss, overexcitement, peevishness, envy, meanness, gloomy faces. All this is a peculiar alphabet of feelings – the first brick in future building of the personality. I am also mother of the school pupil and communicated with parents of children from Russia and Norway much. I liked the idea that in Norway from the first days of stay in school it is imparted a thought to children that the identity of each person develops only in interaction with other persons. Therefore study is organized so that children learned to estimate consequences of these or those decisions jointly. In Norway children aren't loaded strongly, all training happens in a playful way. There are no boring heads in textbooks - everything is demonstrated and presented interestingly! Children teach what is useful in life. So, it is easier to motivate the child to study, but children don't miss school, there is just no need in it. I communicated with Norwegian parents and the elementary school teacher, and nobody assumed thoughts that the child of elementary school can shirk school.

A little in a different way the situation in Russia, and the purpose of this article is to find ways and methods of the solution of children's problems and complexes, so that to help them to grow the full-fledged personality. I was shocked by history of one mother from my son's class, her name Svetlana. This story influenced my attitude to school obligation, and gave me a thought that even when visibly everything is good, there are still problems for solutions exists and it made me to search ways to prevent such problems. This case happened in May before the termination of academic year. Svetlana helped every morning the 10-year-old son to go to school, awaked him, prepared breakfast and checking school bag that he has taken everything what he needs for school. The child went to school every morning and came with

different emotions, sometimes in mood, sometimes puzzled, like something was happening in school. In Russia at the beginning of May there are official holidays. These days schools reduce lessons, there are also a lot of days off. Many children are leaving school for summer vacation in May. Classes become empty. Teachers are busy with the organization of preparation for final exams of the senior school students. To children of elementary grades homework is mostly not given. Her child spent in school about three hours and also rejoiced that there is nothing to prepare for school for tomorrow.

Svetlana was very surprised when her husband got a phone call from his friend, and he asked why his child doesn't go to school. His daughter says that the boy didn't attend school neither yesterday, nor today. Parents have thought that the girl just mistaken, their son was a capable boy and always studies well. Svetlana has decided to call the teacher to ask if it was truth the fact that these two days their son wasn't at school. The answer of the teacher made her being shocked. Teacher told that their son doesn't attend school not two days, but two weeks. And she doesn't know why. But why the teacher hasn't told to parents that their son was absent so long, she didn't informed on phone, and didn't try to inform somehow... Usually when the child got sick, the parents have to inform teacher in the first day of absence. But every morning parents sent their son to school, and didn't know anything wrong. And the child went to play on the playground, or sit and play games from phone, or walked with other boys.

Why these cases become possible? What influence on such children's action? How not to allow a stress for the child during school time? How to help in the difficult situation to the child?

Before this case I didn't believe that it is possible at all. The teacher, school, the pupil is links of one chain which are inseparably linked among them. The school is called "the second house", by teachers – "the second mother"; and this entire not for nothing: from September to May children spend much time at school. First graders come to school small, helpless, almost nothing able to do and knowing so little. And all of them are such different: quiet and fidgets, unruly and serious, thoughtful and curious "why-askers". And the teacher shall find the approach, the key to everyone.

In modern society there are many disputes on a theme "What is good school? What best school to choose for the child?" The modern school shall prepare the pupil for independent activities so that in life he became the successful person. And the successful school should

help him in it, where children and teachers, and parents together make decisions in uncertain situations.

When my child studied at elementary school, including the 4th class especially, it was given every day a lot of homework to children. And in the 5th class some parents set a question to teachers why is not enough homework... They afraid that children do not tell them anything. It was unusual, but ... But to that time my child was taught and knows how to plan the time, so that the study at school, elective courses, sport section, then homework didn't lead to a stress. First, me and my husband convinced the child that we will help him with any situation – if you don't manage to make an art project - we will make together, if you didn't understand a subject in a class - we will explain and we will train it at home, if you don't manage to make homework – we will make it together. In any situation my child felt support and that he is not alone. Tasks actually were sometimes very difficult, and sometimes we have to do it ourselves, planning time to train a subject in free time well.

Influence of a family microclimate on formation of the identity of the person is big. A family is a school of feelings of the child. Watching the relations of adults, their emotional reactions and feeling all variety of manifestations of feelings of close people, the child gains moral and emotional experience. In a quiet situation and the kid is quiet, feeling of safety, emotional security is peculiar to him.

Elementary school is the difficult and responsible period in the child's life. And time shall be distributed so that it was enough both for study, and for rest. And if the child will learn to how to organize his time in a smart way, then more quiet and no stress he will feel, and his school years will pass more effectively, and he will live through more joyful, saturated and filled with events life.

Inability to organize time correctly, and fear of responsibility "What will happen if I didn't manage to make something", and later fear of responsibility for an absence is what made take decisions not to go to school for the child, it is also fear to listen to notations. When I talked to Svetlana, she told that nobody punished the child for that case, she saw deeper problem, and began to find out the reasons which led to such case. When goodwill and love reigns in a family of the child, it works as a positive factor and vice versa, in the atmosphere of cold alienation and the fixed conflicts children grow up with mental disturbances and personality problems. In a family first of all interests, requirements and valuable orientations of the child are created. Efficiency of pedagogical impacts in many respects depends on a family

microclimate: the child is more pliable to educational influences if he grows in the atmosphere of mutual sympathies. Svetlana reconsidered how she was treating her son's school affairs, how serious was her concern with his preparedness for next day, so that the child was not afraid at lessons in case if the teacher will ask him a homework, and felt safe. The child at such age did not apprehend this act as an absence at all, but as a game. He was not afraid of consequences, but didn't want to listen derisive tone from other children. When I compared stories of the Norwegian parents, it was pleasant to me that all children are equal in the Norwegian schools! Children aren't divided into excellent pupils and poor pupils, into the rich and the poor, on those at whom parents constantly come to school and actively participate in school life and on those whose parents don't appear at school at all. In Norway if the child behave very badly teachers try to correct and to help to parents somehow. For example, if the child began to be late for lessons, he wasn't threatened with parents or something else. The child was offered such a game: for every time when he was in time for a lesson, he was given a "smile card". When he collects 10 cards, he can change it for playing Ping-pong. In that case, he is not only ceased to be late, and also began to compete with the friend with the game: who will have more "smile cards", and now they run to a lesson racing each other.

In Russia these cares mostly lie only on parents. If the child is late, hall monitors or teacher write the note to the child diary. The other situation, if everybody in the class shout, the teacher can choose two-three pupils and put unsatisfactory for behavior to the diary. If the child tries to prove the point of view, the teacher doesn't listen to him, or doesn't allow opening the mouth. But unfortunately there are no people, who work on the problem existing at that moment. I consider that that relation only alienates children from being interest in school affairs. The friend of my son was going to draw the drawing by the forthcoming Mother's Day, but didn't draw because he was unfairly accused by the teacher of what he did not do. If the child brings a toy, the teacher unfortunately may take it away, just for the fact that it two times dropped out of a pocket. I consider that the teacher wants to draw the child attention regarding subject, but after the toy is taken, it is hardly possible that the child can think about subject that moment. I love children, and many cases happening in the school, which I cannot support but decide to search the ways for solution, make me to explore this theme. Every class in the school is a big family, and problems should be solved in a productive way for every member, then everybody can succeed!

The teacher praises the pupil for progress and draws the attention of a class on correctly and accurately performed task or blames someone for a carelessness and mistakes. Assessment is

perceived as the main characteristic of the identity of the child. At younger school age children perceive and estimate each other by assessment which the teacher gives.

Therefore, the mark given by the teacher expresses not only assessment of knowledge of the child, but also creates public opinion about him. Estimating knowledge, the teacher at the same time estimates the personality, his opportunities and the place among other children. Relying on the teacher's assessment, children estimate themselves and the schoolmates as excellent students, average, weak, diligent or undiligent. The self-assessment of the personality begins to be created: overestimated, underestimated and (seldom) adequate.

We see that the teacher's attitude towards the child not only promote the best digestion of school material, but also influence forming of the main characteristic of the personality – a self-assessment; influence to development of negative mental conditions (fear, uneasiness, irritability); to emergence of complexes. Parents should think daily over solutions of many specific situations pushed by life, to look for ways of approach to the child. One of the main conditions of family education, I consider, is understanding and acceptance of the child and such case is an occasion to discuss and find the joint solution which will suit to both sides.

Researching this problem I found out that at the Norwegian school absolutely other approach to the solution of similar questions. One mother Anita told that there was a case when very aggressive boy was transferred to their class. He could throw a ball in someone's mother, could fight with teachers, and could throw a stone in somebody. After the next injury to one of the child parents went to school to clear the question, but director told that they can't exclude him because this will not solve the problem, he will just take these problems to other school, but promised to take measures. As a result, they put the teacher-supervisor to that boy who was with him, on breaks and at lessons all the time. That boy did not touch children any more. This case has proved that at the Norwegian schools education problems do not dump only on parents, and try to help themselves.

Unfortunately, by parents experience and from communication with teachers, I understood that such approach is impossible at us because of strong load of teachers. Teachers of the Russian schools teach a lesson, and on the breaks they go to teacher's room, to the director, solve the working problems. The reference point for the teacher is now to be effective for the management, and it means daily reports which most of the teachers have possibility to prepare only at home, preparation for competitive examinations, participation in them, internal meetings. Each class has in average about 24 people, and not each teacher will find time and

an opportunity to follow each pupil in each class. Opinions of parents on young and experienced teachers are also shared in half. Someone considers that in the age of computerization and nanotechnologies, it is impossible that schools should work as before. That it is necessary to change those techniques by which children study at school. And it isn't so simple to achieve it: it is necessary to know much, to read, look for, reject much unnecessary, again to find. And the most important, it is necessary to work much over itself. And someone from parents considers that experienced teachers and old techniques of teaching are very good, and no changes are necessary. In each opinion there is the truth. Young teachers indeed bring the fresh ideas, many young teachers (on condition of their competence, goodwill and ability to prove those qualities which children wait from them) are able to make children being interested in the subject. But I love those teachers who work many years for the good of children, showing the interest to children and do everything so they knew the subject. Children are very sensitive and feel the teacher's relation to the work. Such teachers sometimes forget about themselves, the private life, and completely devote themselves to children. The children attitude to the subject and their obligations fully depends on teachers who set an example by their relation! When Svetlana talked to the child about solution of the available problems, asking about existing school situations and other children behaviour, it became clear that the teacher who taught at that moment was not anxious with the problems concerning the pupil. "His opinion not significantly", - the child thought, and it could be another reason that he ceased to come to school, as a method to draw attention to itself. But it was difficult to provide the same case happening at the same time when classes were taken by previous teacher, because she found an opportunity to penetrate into affairs of children even in case of tough lessons. And this is the main reason why I consider the separate person problem to be my own problem for finding the solution!

So, why the school and interest of teachers to teach influences success of the child in the future.

Quite often, returning, home, I meet on the way some of acquaintances – I start a conversation with them, I am interested in the last achievements. From a conversation I understand that for many people success is only a material prosperity, the power, popularity, the status. And absolutely few of them say about success in family life, about a new hobby, that the son brought the next excellent mark from school, and the little daughter for the first time told the word “father”.

What is success? Let's address the explanatory dictionary. Success is:

1. success in the conceived business, successful achievement of an effective objective;
2. recognition of good luck from people around, public approval of something or someone's achievements;
3. attention of society to somebody, someone's recognition of advantages.

It is necessary to agree with these determinations. But always it seemed to us that determination of success is very close to determination of happiness. That is, success is, first of all, fullness of life.

The subject of forming of vitally successful personality acquired in Russia special relevance recently. Transition to new system of the social and economic relations caused crisis, stressful changes in living conditions of people, in the relations to universal values.

Influence of heredity and environment are adjusted by education which is recognized by the main force creating the full-fledged personality.

The family, first of all, provides conditions for development of natural abilities. In a family moral and social qualities of the personality are pledged. The world of spirit, world outlook, intellectual development, durability of knowledge, belief in their own depends on cheerfulness of children. Children occupations, in addition to general education, at art school, at musical school, in intellectual clubs, also travelling are not only enrich their inner world, but also create good prerequisites for successful adaptation to life.

Communication is one of the universal forms of activity of the personality (along with knowledge, work, a game). The personality is created only in communication, interaction with other people. Out of human society spiritual, social, mental development cannot happen.

Development of a self-assessment of the person is influenced by relations with peers in school collective. Quite good conditions for formation of organizing abilities, efficiencies, enterprise skills and other useful personal qualities connected to relations of people including ability to come into business contacts, to agree about joint affairs, to distribute among themselves duties, etc. are created exactly here. Similar personal qualities can develop practically in all fields of activity which can be organized on a group basis: studying, work, game. The teacher of any level of educational system is a representative of the most considerable part of the intellectuals and formation of future generations, destiny of culture and education depends on

it. Pedagogical activities are a premise and a condition of development of society. The pedagogic shall promote formation of the active creative person of future teacher. The pedagogic is designed to create the conceiving teacher capable to help children with implementation of their opportunities and abilities, the teacher having theoretical knowledge and practical abilities. The pedagogic defines the means, methods and ways allowing to make the child happy, to specify him a way how to find itself.

The pedagogic is the science creating the personality, it is contradictory and dialectic because even among the famous thinkers and philosophers there is no consensus in assessment of approaches to education and training. Applied relevance of pedagogic consists that it gives the chance to future teachers to create skills of interaction with other people – colleagues, parents of children, friends, and in the future and with own children. The pedagogic creates ability to analyze the pedagogical facts, to generalize, compare, develop innovative thinking, to put theoretical knowledge into practice.

We say much about how to be successful and that for this purpose needs to be done.

Achievement of success by the specific person is determined by his nature, capabilities, I.Q. For this reason the people, wishing to reach certain heights shall introduce in activities not only professional knowledge and abilities, but also to develop and use certain qualities of the personality. The successful personality in modern society is, first of all, the talented, creative, responsible optimist. Education of the successful personality begins with persistent statement own "I" which is expressed in aspiration always and in everything to move in own way, but at the same time harmoniously to contact to people around. In the process of forming of the successful personality it is the care about physical health is important. The developed intuition and special flexibility, and also charisma and ability to carry away the ideas of people around belong to the main qualities of the successful personality.

The list of the traits of character necessary for the person wishing to be successful can be longer, but first of all it is necessary to be concentrated on following;

- independence (If we too strongly care for the fact that people around us would feel good, and we put their interests above us, chances of success for us are minimum. It doesn't mean that we should not help relatives, but we should remember also own interests)
- confidence (Any made decision will be reflected in our future life. Trust the instincts and listen that tells heart. Don't perceive a mistake as the reason to doubts in the future, understand it as experience.)

- persistence (Successful people were not always successful. Everybody began with something. And only the one who could overcome despair and proves persistence can call himself the successful person.)
- rich imagination (It is as about an opportunity to generate and realize the idea which never yet came to anybody's mind so that to provide itself successful.)
- ability not to fall into despair (Ability not to take very close to heart other people's reproaches and criticism helps to keep composure, not to give in to doubts and not to fail.)
- understanding of yourself (You shall know precisely, in what your strong and weaknesses sides are. If you don't understand in what your talent, you will achieve nothing.)
- clarity of intentions (Any successful person always knows what he wants and, even in spite of the fact that nobody except his believes in his idea, he goes his own way.)
- concentration (Concentration on one task — a guarantee of its accomplishment.)
- optimism (It is absolutely necessary to adhere to positive thinking and never to be given.)
- passion (To support a condition of success it is necessary to have passion to the case, and love to life.)

Thus, process and results of human development are caused by both biological, and social factors which work not separately, and in a complex. Under different circumstances various factors can exert greater or smaller influence on forming of the personality. The leading role in system of factors belongs to education.

Don't set as an object success for the sake of success; more you will aim to it, more a high probability of the fact that you will miss. Because success, as well as happiness, it is impossible to catch up; it shall be unintentionally as a side effect of strict following to the way oriented to far bigger achievement.

What exerts a greater influence on development of the person – heredity or environment? Opinions of specialists were shared. The received results are contradictory and confirms only one: share of the researched factors in development of different people isn't identical. Each person develops in own way and has its own "share" of influence of heredity and environment. In what proportions the operating reasons will be shared, and which result their interaction will show, depends also on many arbitrary factors which actions neither to consider, nor to measure is not possible. Influence of heredity and environment are adjusted

by education which is recognized by the main force capable to give to society the full-fledged personality. Efficiency of educational impact consists in focus, systematic and a qualified management. The role of education is estimated differently, and the range of these estimates is very wide – from approval of its complete unable force and unsystematic character (in case of adverse heredity and an untoward influence of the environment) till recognition its unique means of change of human nature. The truth, as usual, is between extremes. The thought that education can do everything is not repaid. It is possible to achieve much by education, but it is impossible to completely change the person. Education subordinates development of the person to the planned purpose. Education is a filling of gaps in the heritable program of human development. One of the most important tasks of correctly organized education is a detection of tendencies and talents, development according to specific features of the person, his capabilities and opportunities. Special researches showed that education can provide development of certain qualities, only relying on the inclinations pledged by the nature. Influencing development of the person, education itself depends on development; it constantly relies on the reached level of development. The difficult dialectics of relations of development and education as the purposes and means also consists in it. Efficiency of education is determined by the level of readiness of the person to perception of the educational impact caused heredities and environment. People give in to education unequally therefore the determining role is played by specific situations and relations of people in educational process. Force of educational impact depends on conditions and circumstances. The education leading the development which is guided by processes, which didn't ripen yet, creates the personality, but is in a formation stage.

Life of the modern school pupil is characterized by, at least, three important problems.

1. Misunderstanding of the vital purposes and inability to organize time for work on their achievement.
2. Inability to plan time for accomplishment of a huge number of the tasks set at school and inability to deal with their priorities.
3. Ignorance by the child of methods of fight with everything what prevents him to be in time, whether it is external derivations, the lost copybook because of a disorder or own laziness.

The successful child is the one who is able to set the purposes and to organize himself for the sake of their achievement.

You never thought why complex and a low self-assessment are very widespread among well-mannered young people? An important role in it is played by the family and school which are concentrated that the child does not that and not so.

Categorical unacceptance of unusual opinion of the child and pointed finger "it is incorrect!" without attempt to understand if correct and reasonable was in the statement of the pupil, is, unfortunately, at many schools is an everyday occurrence.

Supporters of the developing training note that in tasks on logic several right answers meet very often. However only at the most "advanced" schools or at the wisest teachers pupils receive feedback with the analysis of the answer and a praise for the non-standard decision. In the majority even not to the decision, but to the child is given a negative assessment, and the desire to think is knocked out from him at all.

Quite often to parents, for some reason it seems that progress of the child – it is normal, and shall be. Therefore especially to praise it isn't obligatory. But it is obligatory to abuse for faults. As a result, instead of "to save victories", the child involuntarily "saves" own faults.

Let's try to make opposite: let's focus attention on victories and achievements of the child. The "List of achievements" directed to identification of values of the child will help very much.

Discuss with your child, what vital progress, victories and achievements he is proud of. Why it is important for him? What feelings he feels, remembering it? Fill in together the list of his achievements. Then the child will learn to create the values, to reveal key areas of the life to develop in each of them. Parents can discuss situations which interest or disturb the child; to help him to find methods of influence on these situations and to monitor their changes in the right way. To discuss with the child his strong and weak points; to prompt how he can compensate the weaknesses. To teach the child to dispose the time most harmoniously; to help him to set the purposes in each key area of his life.

Day of the child is saturated and overloaded. He forgets a lot of things and not everything is done in time because it is just impossible to keep every task or deal which he should make in the head. He doesn't understand when it is necessary to begin to fulfill this or that case and how much time it is possible to devote to it to manage to make all the rest. He in general badly imagines, what is the time occupies fulfilling of this or that case. He doesn't know in what sequence to carry out affairs because he has no clear understanding of what he should

make today, tomorrow, within a week. It is impossible to organize effectively the time when you have no complete picture of the forthcoming affairs.

As a result of abundance of various affairs at the child, there is confusion in the head is quite often formed. On the one hand, it isn't really clear to him how he will manage to make all necessary things, and on the other hand, the child is convinced that day is long and it will be enough time for everything. However time passes quickly, and a lot of things remain not done: one – because was not in time, and another – because forgot.

Not so long ago I heard a conversation of two school pupils at school:

– Listen to me, Anton! Elena Viktorovna told that we stay after lessons tomorrow, there will be it ... well, it ...

– Yes what you mean by “it”?

– I don't remember. But she told that we should prepare something ...

– And what to prepare?

– I forgot!

Funny, but there are not surprising, because tasks are given in a big quantity and you will not remember everything!

What to do? We accustom the child to write down accurately all affairs which he should make. Suggest the child to write down all affairs which he needs to make today in a notebook. It is good if the child illustrates these tasks – will draw bright drawings near them and, thus, will better imagine what he should make. First, it will be interesting to him to constitute such list with drawings, secondly, to realize what he drew. But if he doesn't like to draw or already rather adult, let will just point all tasks by the list. After the task is carried out, let near it will deliver "tick" or will accurately cross out it.

My child found himself a method on studying of long poems by heart (when it is given like a home task from school), and he was very satisfied and exited when showing pictures to me, explaining and sharing his new method with me. My son takes the sheet of paper and draws each paragraph of the poem; it helps him not to forget and not to get off during the telling. My child was very happy that he came to such method himself, which turned out to be very effective for him. But it is very convenient to any small child to control accomplishment of the affairs by means of drawings.

Practice confirms the following regularity: occupation is carried out so much time how many on it was planned from the beginning. If we don't limit the child in time of accomplishment of homework, then it is not excluded, that he will pore over it till midnight. If we determined specific time which the child shall keep within, and moreover if we agreed that in the remained time we will be engaged with something interesting, then he will keep all tasks within this time well.

The same approach works not only in relation to accomplishment of homework. Many modern children cannot imagine themselves without playing computer games. There was a short period of life when my child played more than two hours a day. Influence of the computer or an opportunity to sit down at a game for a long time does the child released from vital events, and without help of adults children are not able to hold this process under control. But if you set a certain period, for example 50 minutes, the child doesn't play every game, but chooses one game which really is pleasant to him, and the child himself controls time allowed for a game.

The world practice showed that even very difficult problems of education are quite solvable if it is possible to create favorable style of communication in a family. In any most difficult and critical pedagogical situations parents shall reckon with self-respect of the little man, to see in him the developing personality, to aim at the mutual understanding based on respect and trust, to be fair in estimates of his actions; in the requirements to the child always to remain benevolent. Emotional wellbeing of children, their confidence for tomorrow, in future happy life is important for us. General joy, joint work, care, live communication with children very much develops feeling of a family. It is also the microenvironment of development of the child that gives him a peace of mind. These are those components without which there are no conditions for development of the full-fledged person.

Obligation of teachers is to inform parents of a thought that development of the child is performed successfully on condition of a harmonious combination of all sides of education, all ways and methods because in pedagogic main and minor things does not exist. Education is multidimensional process, I would describe it like complete, constantly and continuously performed; and therefore requiring an integrated approach.

When in school there is an activity happening, and every day the child spends time differently, it is good school. To change the activity and escape the identical days for the child, with it the child will be helped by the successful teacher. The person who at first will

love children, and then will become for them the master, the inventor and the teacher. The successful school is talented teachers. They are always working under increasing their qualification, own all pedagogical technologies. Proceeding from the given arguments, I came to a conclusion that to help the child to be successful, it is necessary to place emphasis not on education in general, and on what example we ourselves show and on how and what we are discussing. It is not enough just to ask how are things going on, but you should take part in your child's life, to be involved. It is necessary to communicate with the child on subjects, which for you seem the most ordinary, but the child acquires information this way, and thus he trains those qualities of the personality which will be useful to him in further life.

Everything participates in this process of child education, including environment and objects around the child. The most part, of course, is pledged from parents and teachers, and the heaviest responsibility for the correct education of children lays down on them. Education of children begins from the house with parents, and continues at school at mentors, and of course further in society.

Wellbeing of society in general depends on the fact, which contribution parents will make to their children, if they will bring up them correctly. The correct education of children is in many respects connected with behavior of the parents, and all behavioral structure of children is created by copying from parents and in the future leaves the mark in a social environment. Parents are responsible for success and failures of the child in the future.

In education of the child the most important is to remember that all of us is from the childhood. It is enough to return back and see how process of your education took place there, and with consciousness to reveal all mistakes which were made by your parents and not to allow them again. It is very important to understand that educational process is not only what you want, but also the things which the child thinks and who needs explanation of everything and showing of the direction. It is necessary to show interest in everything to what the child shows, to treat him as to the personality — with love and respect.

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