

PHYSICAL PUNISHMENTS IN THE PROCESS OF EDUCATION THROUGH A  
MILLENNIA: WILL WE GIVE THEM ONE MORE CHANCE?

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Physical Punishments in the Process of Education through a Millenia: Will We Give Them One  
More Chance?

Observing the process of education, psychologists and instructors often see two extremes in the efficiency of family and school nurturing. Parents often do not raise children at all—that is, they do not care about their education. On the contrary, there are parents that understand the need for education, but do so in such a way that children have psychological pain. Education is a slow and challenging process that requires an integrated approach and the combination of many components. Today, the matter of education of the younger generation occurs in entirely different conditions than a few decades ago. Physical punishment is no longer a prime method for determining the correct behavior of the child for many decades, but experts seek to understand if its elements could become useful in modern situations. Thus, the physical punishment that was practiced in the last century is the object of rethinking the realities of contemporary education, where the methods and tactics of verbal punishment are often not effective enough.

No other nuance in the educational process of a child causes as many issues as the punishment of the child. Some people believe that physical punishment is a completely inappropriate method of upbringing. However, some individuals think punishing children with a belt or other items is something obligatory, and does not cause anxiety. In the end, the punishment of a child is a slightly formal and meaningful process that requires careful consideration and weight. Unpredictable punishment not only lacks the desired effect, but it can also lead to unforeseen consequences (such as total disobedience of the child and even escape from home).

However, schools in the last century practiced physical punishment as one of the main

ways of upbringing. The failure to perform tasks, misconduct, and ineffective work in the classroom were indicators of low levels of involvement in school life. Teachers sought to discipline children with beating, a rigid measure of physical isolation, and a number of other ways of physical upbringing. Modern schools do not use such a methodology and try to focus as much as possible on the child's inner world, giving verbal praise and punishment, and the opportunity to talk to the child. Today, we understand that it is an ineffective method that destroys our relations with children. The consequences of physical punishment are:

1. Hidden or open fear of parents, from which the child depends (eventually it may develop into a neurosis).
2. Difficulties with adapting into society and trusting people.
3. Weak self-belief and low self-esteem, which then prevents them from having a good career.

The child is naturally accustomed to obey "the right of the strong," and will practice this with his or her own children. The repetition of such punishment often has a detrimental effect on the psyche, and in its turn, it deteriorates the physiological and psychological development of the child. About 90% of criminals were victims of parental violence in childhood. Parents who use physical punishment for children are naive to expect care and proper attention for themselves in old age. According to statistics, most children injured in this way are cruel to their elderly parents.

4. Regular beatings are characterized by an increase in the force of its effect. Every time, the child is more and more at risk of getting a hard physical injury. There are many cases when such a method of education ends with the sudden death of a child.

Despite general human tendencies, some scholars believe that physical punishment is one of the most effective methods in modern education. The Secretary of State for Education of Great Britain, Michael Gove, said that it would be necessary to abolish the rule that teachers should record every use of physical force against students, and this will help restore the authority of adults following the recent turbulence in London. He also said he would like to bring more men to work as teachers, especially in primary schools, so that they can demonstrate their strength. Such a technique is questionable for many reasons. First of all, the demonstration of force will not allow children to feel welcome. Secondly, physical punishments only deepen the children's protest and encourages the student to uphold his or her rights in various ways. Parents who use methods of education based on non-physical forms of punishment note that they are forced to punish their children more and more strongly in order to keep them "under control." The control allows parents and teachers to keep the desired result from their upbringing. However, expectations that often do not correspond with reality are selfish ways of expressing themselves with the help of a child.

Choosing the right and humane punishment depends on many factors. Non-physical punishments must also meet the needs of the child, and the rules of the school and the environment. An example of non-physical punishment may be timeouts, a ban on leaving home, and a deprivation of privileges. Although such behavioral modifications may be less painful physically, they also do not take into account the needs that the children report through their behavior and are often almost equally devastating to the relationship between parents and the child. The use of incentives and punishments as a means of pedagogical correction must be in line with a particular situation.

The best guidance in education is prudence, and understanding the age and individual qualities of the student. For example, such isolation as a timeout separates a child from the source of mentoring and comfort when he or she most needs it. Thus, teachers and educators not only miss an excellent opportunity to teach children the ability to deal with emotions, but also do not provide them with security while expressing personal feelings. The right punishment has a triple value: 1) correcting damage caused by negative behavior 2) preventing the repetition of undesirable actions 3) removing the feeling of guilt from the student. Thus, effective education, or, to be more precise, effective discipline, does not require physical and cruel non-physical punishment.

In conclusion, many of today's famous experts in the sphere of primary education equate physical punishment to discipline, which is manifested in tight control. However, the physical punishment of a child is considered a crime in many countries of the world. In the context of the problem, in the past, the beating of wives by their husbands was also considered not only as a social norm, but also as a necessary component of maintaining a harmonious and prosperous marriage. However, if a person sets the goal of educating healthy people, then the tools for success can be only the development of trusting relationships, support, mentoring, personal example, learning, and communication.



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