

# Research on Parent-Child Communication Mechanism in Family Education Based on Emotional Reasoning

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Emotional reasoning means the judgment subjectively based on the emotional experiences, which has two opposite aspects: On one hand, it can make human thoughts be worse, especially, given the difficulty of rational reasoning. On the other hand, it may result in the cognitive bias because of lacking of objective evidence. With the theme of “Parent-Child Communication Mechanism in Family Education Based on Emotional Reasoning Theory”, this study strives to explore the authenticity, mechanism construction, and related optimization mechanism strategies of parent-child communication from the perspective of emotional reasoning in the field of family education, in order to make parent-child communication in family education more harmonious and effective.

*Keywords:* emotional reasoning, rational reasoning, family education, parent-child communication

Emotional reasoning was first discussed by Sikkema in 1954 in *The American Journal of Nursing*, but it really gained widespread attention and was studied in depth from the late 20th century when the concept of emotional intelligence was introduced. “Communication” is derived from the Latin “communicare”, which means “shared”. Communication is very common in our lives, and it is easy to understand. With the rise of research on family members’ emotions and parent-child communication among family members, the family members’ emotions and the quality of parent-child communication have been widely concerned. Although people have gradually gained certain consensus on emotions and parent-child communication between family members, the understanding of parent-child communication based on emotional reasoning theory has not yet been deepened. Therefore, it is particularly important to clarify the basic connotation, essential characteristics, and theoretical basis of parent-child communication based on emotional reasoning theory.

## **The Basic Connotation of Parent-Child Communication in Family Education Based on Emotional Reasoning**

As an independent reasoning method, emotional reasoning coexists with rational reasoning, which jointly creates the possibility of effective communication between parents and children and makes it truly realized. Though the research on parent-child communication based on emotional reasoning theory is not in an in-depth stage, certain research results have been achieved. At present, the research on parent-child communication from the perspective of emotional reasoning is mainly the expression, reception, and regulation of emotions by parents and children in the process of communication. These important studies have helped us have a deeper understanding of the nature of parent-child communication in family education based on emotional reasoning theory.

**To Emphasize That Parents and Children Are Emotional People**

Emotions are an innate language that parents and children experience in their communication. Everyone is a man first, and then the role he or she plays. Therefore, it can be said that both parents and children are emotional people. Parents and children, as normal individuals, have normal emotions and need reasonable emotional expression. Emotional expression is reflected everywhere in the interaction between parents and children, whether they are dealing with work or life, within the family or outside the family.

**To Emphasize That Parents and Children Have Subjective Experiences and Feelings**

Emotion is an attitude experience produced by a person's cognitive evaluation of whether objective things meet needs and expectations. Emotional reasoning reflects not the objective law and logic among things, but it is on the basis of the special meaning of things to individuals. This special meaning is contained in the individual's emotional experience. Parent-child communication reflects a certain degree of emotional experience whether it is explicit or implicit. Therefore, it can be said that parent-child communication in family education based on emotional reasoning theory underlines the emotional experience of parents and children when parents and children communicate.

**To Emphasize That Emotional Reasoning Between Parents and Children Exists Independently of Rational Reasoning**

In parent-child communication, the logic of communication between parents and children is a more objective and rigorous form of thinking shown by a rational understanding of things, but it is not the whole way of thinking of parents and children during parent-child communication. The study of some irrational forms of thinking between parents and children, such as intuition and comprehension, also confirms the non-uniqueness of logical rationality in parent-child communication.

**To Emphasize That Parents and Children Can Rationally Express Individual Demands**

From the point of view of the motivation of communication, social interaction arises from the needs of the individual. American social psychologist W. E. Schutz (1958) explained the need theory of interpersonal communication, pointing out that people's social communication is mainly based on three basic needs: tolerance, that is, the desire to contact with others, and connect and interact with each other; control, that is, the desire to gain power and status in groups with which you interact; affection, that is, hoping to gain affinity, friendship, and love in the communication groups and establish good interpersonal relationships.

**To Emphasize the Value of Emotional Reasoning in Communication Between Parents and Children**

Both parents and children have normal emotional experiences and will make subjective judgments and decisions in the way of emotional reasoning to some extent in the communication of family education. Therefore, it can be said that emotional reasoning plays a crucial role in effective communication between parents and children.

**The Fundamental Characteristics of Parent-Child Communication in Family Education Based on Emotional Reasoning**

Parent-child communication in family education based on emotional reasoning is a communication concept that emphasizes the use of emotional reasoning in parent-child communication and the care of irrational thinking in parent-child communication. It differs from the parent-child communication proposed in the past that only

focuses on logical reasoning. The main characteristics are the unity of subjectivity and objectivity, the coexistence of purposefulness and instrumentality, inevitability and relativity, and emotionality and intelligence.

### **Unity of Subjectivity and Objectivity**

We can conclude that emotions always arise from the stimulation of objective things. For example, they do not arise for no reason, based on the fact that emotions are attitudinal experiences arising from the conformity of objective things to needs and expectations. According to Ye Yiqian and Zhu Beili (2006), all emotions and feelings are caused by specific objects and have their own objective causes. Emotions, on the other hand, reflect the individual meaning of the object to the subject, the relationship between the subject and the object, rather than the object itself. As a result, the emotional experiences of parents and children in communication are the unity of subjective and objective.

### **Coexistence of Purposefulness and Instrumentality**

In most interpersonal interactions, communication is often seen as a tool to achieve individual pre-determined goals, such as the interview of a guest by the host of a talk show, the interrogation of a prisoner by a police officer, etc. Their communication often has a clear purpose. In this case, communication becomes a means and a tool to achieve the communicator's actual goal. According to the emotional reasoning theory of parent-child communication, communication between parents and children is both instrumental and purposeful. Instrumentality means that parents and children see parent-child communication as a tool for achieving a goal or solving a problem. Purposiveness means that parent-child communication based on emotional reasoning theory focuses more on the subject of communication, i.e., the individual meaning of the parents' and children's lives.

### **Coexistence of Inevitability and Relativity**

Norris (2000) states that emotional reasoning manifests itself as a partial clarity or complete lack of clarity or delayed resolution, etc., and it is also characterized by conscious response and automatic estimation. Emotional reasoning is inevitable and it is a unification of the conscious and the unconscious. In order to achieve effective communication between parents and children, parents and children always use emotional reasoning consciously or unconsciously in parent-child communication. Thus, parent-child communication is always inseparable from the active participation of emotional reasoning. Furthermore, the length of time experienced in emotional reasoning in parent-child communication is relative because even a simple act of communication between parent and child may lead to a series of secondary behaviors. As a result, while the parent or children emotional reasoning process in parent-child communication is brief, the contagion and impact on the individual parent or student can last a long time.

### **Coexistence of Emotionality and Intelligence**

Because emotional reasoning is based on an individual's emotional experience, parent-child communication based on emotional reasoning theory is also based on the child's and parent's emotional experience. Parents' emotional experiences and performance in parent-child communication affect not only their own communication attitudes and emotions, but also their children's communication emotions and attitudes.

## **The Operation Path of Parent-Child Communication Mechanism in Family Education Based on Emotional Reasoning**

Family education and emotional reasoning are inextricably interdependent. Family education is directly the activity "field" on which parents and children's emotional reasoning depends. In this field, from the perspective

of the subject “person”, parents and children reflect their emotional reasoning in their words and deeds of communication, and from the perspective of the object, emotional reasoning is also reflected in parent-child relations and family education laws. Therefore, for the discussion of the operation path of the parent-child communication mechanism based on emotional reasoning theory in the field of family education, we can start from three aspects: parent-child communication based on parents’ emotional reasoning, parent-child communication based on children’s emotional reasoning, and parent-child communication based on emotional reasoning in family education law.

### **Parent-Child Communication Based on Parents’ Emotional Reasoning**

As normal and emotional individuals, parents usually dominate the whole process of communication activities in family education. Even if parents’ rationality always guides parents to carry out reasonable and effective parent-child communication in family education, parents’ different emotional states, emotional pursuits, emotional experiences, etc., play different roles in parent-child communication, which also provides a subjective basis for parents to carry out emotional reasoning in communication. In parent-child communication in the field of family education, parents’ emotional reasoning is also like rational reasoning, which plays a key role in parent-child communication. Therefore, in parent-child communication in family education based on emotional reasoning theory, it is necessary to clarify the basic situation of parents’ emotional reasoning, the ways of parents’ emotional reasoning in parent-child communication, and the strategies of parents’ emotional reasoning in parent-child communication, so that parents’ emotional reasoning can better play its proper role in parent-child communication.

### **Parent-Child Communication Based on Children’s Emotional Reasoning**

As one of the main subjects of communication activities, children are also an important source of enriching phenomena in parent-child communication activities. Like parents, as a normal individual, children have normal emotions and can be directly stimulated by the emotions of objective things in communication, so they also have an emotional impact on parents. However, unlike parents, children are individuals who need to develop physically and mentally, and in their communication activities, they are more likely to accept the emotional stimulation brought about by external factors. The cognitive judgment, emotional pursuit, and emotional experience made by children in parent-child communication also play different roles in parent-child communication, which also provides a subjective basis for children’s emotional reasoning in communication. Like parents’ emotional reasoning, children’s emotional reasoning also plays a key role in parent-child communication in the family education field.

### **Parent-Child Communication in Relation to Emotional Reasoning in Family Education Laws and Regulations**

In parent-child communication in the field of family education, the relevant family education laws and regulations also involve people’s emotional reasoning. Permeable emotional reasoning in family education laws and regulations does not exist in a way that directly describes “examples” of relevant emotional reasoning, but in a more hidden and indirect way. Similarly, children’s emotional experience and performance in communication can also affect parents’ communication emotions. In communication, parents’ feelings and responses to their children’s empathy can help children move from one emotion to another, from the emotional feelings of the previous moment to the emotional feelings of the next moment, so that unreasonable emotional experiences can be resolved and absolved. In addition, under the control of emotion, parent-child communication

based on emotional reasoning theory contains profound communication intelligence. Like communication in general interpersonal communication situations, parent-child communication based on emotional reasoning theory uses corresponding wisdom in communication content, choice of communication methods, and use of communication skills.

### **Conclusion**

The research of emotional reasoning is still in a stage of theoretical development, which is not mature enough and needs to be further deepened and completed. However, this does not mean that emotional reasoning is not important enough. On the contrary, with people's extensive attention to emotional reasoning theory, it is enough to reflect that after entering the new century, emotional reasoning occupies an increasingly important position in people's learning and life. Therefore, this study will take emotional reasoning theory as the research perspective, and strive to make breakthroughs in the theory and practice of parent-child communication mechanism research, in order to enlighten the construction of effective parent-child communication mechanism in China.

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