

Aspects Or Areas Of Development

Development is the process of quantitative and qualitative growth of the child and the emergence and differentiation of capabilities over time. It is the function of maturity as well as interaction with the environment

ASPECTS OF DEVELOPMENT

1. Physical Development:

Physical growth and development describe the physical as well as psychomotor changes in an individual. To learn the implications of physical growth and development for the teaching-learning process, children have been categorised into two groups : upper primary school children (10-13 years) and secondary senior secondary school children (13-17 years). We shall discuss each age group in the following sub-sections.

2. Cognitive (mental) Development:

Cognition means to perceive, comprehend, conceive or simply to know. Cognitive development would then mean the growth and capability of knowing, comprehending, or understanding over time, facilitated both by maturity and interaction with the environment. Cognition involves the ability to construct mental images involving thought, reasoning, memory and language. Mental images are constructed by an individual as the surroundings (the world around) are observed, understood and internalised as a mental process. Thus every individual has a unique model based on a unique process of observation. This is how a learner learns about the world around him/ her.

All emotions play an important role in adjustment an individual makes in life. The ability to respond emotionally is present in the newborn **infant**. The first sign of emotional behaviour is general excitement due to strong stimulation. In 1919 the psychologist claimed that infants are born with three major emotions-love, rage, and fear-which are natural responses to stimuli. After a decade it was suggested that emotional states are generalized in infants and not so specific as psychologists had believed.

3. Emotional development:

It is believed now that newborns show only one emotion, an undifferentiated excitement (also termed distress). The general excitement of the newborn becomes differentiated into simple reactions that suggest pleasures and displeasures. Even at the age of one year, the number of emotions has increased and the child shows joy, anger, fear, jealousy, happiness, anxiety, curiosity and envy. The emotions are present at birth and their development is due to maturation and learning.

Babies' emotions differentiate as they grow older, proceeding from general to specific. From the first week of life they cry because of hunger, cold, pain, being undressed, and having their

sleep interrupted, when their feedings interrupted, when stimulated in a fussy state, and when left alone. A baby's smile is a basic means of communication that sets in motion a beautiful cycle. At about four months babies start to laugh aloud. They laugh loudly at all sorts things in an excited manner.

In the emotional sphere, the **adolescent** is capable of directing his emotions at abstract ideas and not just toward people. Many adolescents feel under constant scrutiny from everyone and think that others are as admiring or as critical of them as they are of themselves. They are continually constructing, or reacting to an imaginary audience. They spend hours before the mirror imagining how they look in the eyes of others.

4. Language Development:

Children learn to understand language before they can speak it. Only a few minutes after birth, infants can determine where sounds are coming from. Neonates can also tell the difference between sounds, based on frequency, intensity, duration and tempo.

Towards the end of the first year, babies can distinguish among individual sounds of their language. They can tell the difference between pairs of words that differ only in initial sound (like cat and bat). Infants follow stages of pre linguistic speech before the first real word which involves sequentially undifferentiated crying, differentiated crying, cooing, babbling, lallation or imperfect imitation, or imitation of the sounds of others, expressive jargon, etc. However, real communication involves the ability to speak, and, the ability to understand what others say. Thus it entails four major developmental tasks comprehension, pronouncing legibly, building expressive vocabulary and meaningful sentences.

5. Moral Development:

Moral development deals with the development of ethics or ethical norms, values, the conscience and the ability to judge an act morally. Children cannot make moral judgments until they achieve a certain level of cognitive maturity. According to Piaget, children go through two stages in a rigid way, while the second stage is characterized by moral flexibility. Children's conception of rules, intentionality, punishment and justice move from rigid to flexible thinking. This change is a sign of cognitive development.

Principles Of The Development Of the Children

1. The Principles of Growth and Development

Following are the fundamental principles of growth and development.

(i) Development follows a pattern or a sequence:

Development tends to proceed from the head downward. This is called the **cephalocaudal principle**. According to this principle, the child first gains control of the head, then the arms, then the legs. Infants gain control of head and face movements within the first two months after birth. In the next few months, they are able to lift themselves up using their arms. By 6 to 12 months of age, infants start to gain leg control and may be able to crawl, stand, or walk.

Development also proceeds from the center of the body outward according to the **proximodistal principle**. Accordingly, the spinal cord develops before other parts of the body. The child's arms develop before the hands, and the hands and feet develop before the fingers and toes. Fingers and toes are the last to develop.

(ii) Development proceeds from general to specific responses:

It moves from a generalized to localized behaviour. The newborn infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.

(iii) Development is a continuous process:

Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at slow regular pace rather than by 'leaps and bounds'. Although development is a continuous process, yet the tempo of growth is not even, during infancy and early years growth moves swiftly and later it slacken.

(iv) Different aspects of growth develop at different rates

Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times. Development also depends on maturation. Maturation refers to the sequence of biological changes in children. These orderly changes give children new abilities. Much of the maturation depends on changes in the brain and the nervous system. These changes assist children to improve their thinking abilities and motor skills. A rich learning environment helps children develop to their potential.

Children must mature to a certain point before they can gain some skills. For instance, the brain of a four-month-old has not matured enough to allow the child to use words. A four-month-old will babble and coo. However, by two years of age, with the help of others, the child will be able to say and understand many words. This is an example of how cognitive development occurs from simple tasks to more tasks that are complex. Likewise, physical skills develop from general to specific movements. For example, think about the way an infant waves its arms and legs. In a young infant, these movements are random. In several months, the infant will likely be able to grab a block with his or her whole hand. In a little more time, the same infant will grasp a block with the thumb and forefinger.

(v) Most traits are correlated in development:

Generally, it is seen that the child whose intellectual development is above average is so in health size, sociability and special aptitudes.

(vi) Growth is complex:

All of its aspects are closely interrelated. The child's mental development is intimately related to his physical growth and its needs.

(vii) Growth is a product of the interaction of the organism and environment:

Among the environmental factors one can mention nutrition, climate the conditions in the home, the type of social organization in which individual moves and lives.

(viii) There are wide individual differences in growth:

Individual differences in growth are caused by differences in heredity and environment.

(ix) Growth is both quantitative and qualitative:

These two aspects are inseparable. The child not only grows in 'size'; he grows up or matures in structure and function too.

(x) Development is predictable:

It is possible for us to predict at an early age the range within which the mature development of the child is likely to fall. However, mental development cannot be predicted with the same degree of accuracy.

Influence of Heredity & Environment

FACTORS INFLUENCING DEVELOPMENT OF PERSONALITY

Really speaking, a human being's personality is a product of his/her genetic endowment and cultural environment.

As Cole and Bruce described, "from the moment of conception it grows 'whole', having within itself possibilities of developing into a dynamic, active, walking, talking, thinking, feeling human being, provided that the environment furnishes the raw materials and the appropriate conditions of stimulation."

Differences in individual personalities are caused because

- (i) the possibilities within itself are different,
- (ii) the provision of raw materials and appropriate conditions of stimulation by the environment vary widely.

Guilford, for example charted the magnitude of similarity of pairs of children with respects of intelligence (IQ). similarity in heredity varied from the same child (tested twice), to identical twins to only chance similarity in a pair of unrelated children.

Heredit

Genetics, or the science of heredity, is a discipline contributing specific details of the impact of heredity on living beings. **Baller and Charles** have compiles some general statements about the inheritance of character that are relevant to behaviour of personality. Basically, we inherit "a tendency toward a certain structure" and "a tendency to function in certain ways". Specially these include the following.

Tendency towards a certain structure includes the following behaviours.

- A tendency to achieve a certain body-weight.
- A tendency towards a general body-type (i.e. skeletal structure, proportion of fat and muscle-tissue, and the length of limbs).
- Sex
- Appearance, i.e., skin, hair texture and colour, eye shape and colour, nose shape, ear shape, head shape.
- Internal structure, for example the size of the heart and lungs in proportion to the body, determining the capacity for prolonged physical effort.
-

Tendency to function in certain ways includes the following behaviours :

- Natural response i.e. functioning of the nervous system, intelligence, predisposition to react slow or quickly.
- Sensory efficiency i.e. keenness of vision, range of hearing, sensitivity of touch and smell,
- Operation of the "vegetative system" i.e., heart and circulatory system, digestive system, reproductive system, etc.
- Functioning of the endocrine system, is., glandular secretions, e.g., the thyroids control the metabolic rate, the pituitary controlling growth, gonads controlling the sex-drive and sex characteristics and the adrenals controlling emotional "stir-ups".
- Rate of physical growth
- Predisposition to certain characteristics.

Environmental Factors

Technically, environmental factors start exerting their influence through the uterine environment during the prenatal stage. The dietary habits, the health of the mother, etc., may cause prenatal "insult" or damage to the developing organism. Some disabilities are inflicted upon the child by uterine environmental factors.

During the first month or so, varying cultural patterns can be seen to shape the physical appearance of the child. For example, tough-shaping by a strong message of the infant's body in the northern states of India and tender-shaping of the nose of the girl-child by strong- pressing in the southern states of India.

As the child grows, he faces and deals with several environment factors. The child gradually grows in complexity, supporting or contracting various factors as the environment may be varying kinds.

Let us discuss some of the environmental factors to see how they affect the growing personality of an individual.

Rearing patterns :

Interactions between the infant and mother for satisfaction of biological needs play a significant role in personality development. Care and affection develop a sense of security. Over-indulgence or under-indulgence of the mother in breast-feeding would determine the "oral" personality and severity

in toilet-training is the "anal" personality.

Regularity

in feeding practices would develop in the child "basic trust" in the world, irregularity would yield "mistrust". Similarly, toilet-training severity may cause the child to grow into a doubting and shameful person, training "at ease" develops autonomy.

Parent-child interaction :

Once the child grows free of the needs of the mother, parent-child interactions assume social dimensions. Through the interactions, both the individual psyche and the social psyche are communicated to the child and the child develops in him/her "individuous" (individual self and "socius" (social self).

Socialization

Socialization is a lifelong process of accepting, acquiring, adjusting, and adapting various values, beliefs, expectations and social skills.

Socialization is a two-way process which helps one to develop an individual personality on their own.

The process of Socialization "begins at birth and ends with death."

Phases of Socialization

Primary Socialization – Phase 1

Primary socialization is defined as the process in which a child, in his early childhood becomes socialized through the family. In case of the primary socialization, the key agent is the family.

Let's take an example: A young child in the family possesses very little information about his culture and he/she is not aware of the values, practices and the social norms. A child learns about the do's and don'ts of the society via family.

Therefore, a child learns

- Internalization of the society's culture
- structuring of the personality

Secondary socialization – Phase 2

Secondary socialization is a process that starts in the later stage of a child through agencies such as education and peer group.

In secondary socialization, the involvement of the family becomes less and other social agents play the dominant role. At this phase, a child predominantly learns everything from the school because a school bridges between the family and the society. In school, a child learns to be treated equally as others, since they don't get any special attention

at home.

Watch our expert faculty explain you Socialization and four important agents of socialization.

Visit www.hindimerijaan.com for pdfs.