UNIT 2  UNDERSTANDING DEVELOPMENTAL PSYCHOLOGY OF LEARNERS (ATTITUDES, APTITUDES)

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2.0  OBJECTIVE

This course module covers material about the developmental psychology of the child literature. This module should give you familiarity with the various theories and applications of developmental psychology. This understanding will help you as editors in deciding about the topic or the theme for children’s writing. This will enable you in selecting the right vocabulary to express right thoughts effectively to children. By the end of this Unit you should be able to:

- understand the psychological growth pattern of children;
- comprehend the connections with age, learning and cognition;
- use the right words to generate interest of children in your writing;
- make your writing as an effective learning tool for the reader (children); and
- identify the role of the editor in creating a study material where the attitudinal growth and the aptitudes of the children are understood.

2.1  INTRODUCTION

Development refers to systematic changes in the individual that occur between the moment of conception and the moment the individual dies. Three major goals of Developmental Psychology are:
1. To describe
2. To explain and
3. To optimize development.

Many developmental changes are the product of maturation and learning. I would suggest the following things are kept in mind while writing for children and to be understood by editors:

1. Learning occurs in context.
2. Learning is active.
3. Learning is social.
4. Learning is reflective.

It becomes important for an editor to understand the various theories of development which will be discussed below.

2.2 DEVELOPMENTAL THEORIES

1. Bandura’s Cognitive social learning theories:

According to Bandura, children can learn novel responses by merely observing the behavior of others, making mental notes of what they have seen, and the child using these mental representations reproduces a model behavior at some future time. A two year old may discover how to approach and pet the family dog simply by noting how his mother does it. A young girl may acquire a negative attitude towards a minority group after hearing her parents talk about its people in a disparaging way. Bandura’s point is that children are continuously learning both desirable and undesirable responses by ‘keeping their eyes and ears open’.

2. Piaget’s view of intelligence and intellectual growth:

Piaget defines intelligence as a basic life process that helps an organism, to adapt to its environment. By ‘adapting’, Piaget means that the organism is able to cope with the demands of its immediate situations. For example, the adolescent who successfully interprets a roadmap while travelling or changes a tyre should the need arise. A cognitive structure according to Piaget is an organized pattern of thought or action that is used to explain or to cope with some aspects of experience. At any age, children rely on their current cognitive structures to understand the world around them. As a result younger and older children may interpret, may respond, to the same objects and events in very different ways. For example in his childhood, Hanuman thought the Sun was a fruit.

Children actively construct new understandings of the world based on their own experiences.

How do they do so? By being curious and active explorers. Children watch what goes around them; they make connections or associations between events and form their own understanding. Biological maturation also plays an important role. As the brain and nervous system matures, children become capable of complex cognitive activities that help them to construct better understandings of what they have experienced. The following table may give you a clear understanding about the cognitive development of children:
<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Stage</th>
<th>Primary Scheme or methods of representing experience</th>
<th>Major developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 years</td>
<td>Sensorimotor</td>
<td>Infants use sensory and motor capabilities to explore and gain a basic understanding of the environment. At birth, they have only innate reflexes with which to engage the world. By the end of sensorimotor period they are capable of complex sensorimotor coordination’s.</td>
<td>Infants acquire a primitive sense of ‘self’ and ‘others’, learn the objects continue to exist when they are out of sight (object permanence) and begin to internalize behavioral schemes to produce images, or mental scheme</td>
</tr>
<tr>
<td>2 to 7 years</td>
<td>Preoperational</td>
<td>Children use symbolism (image and language) to represent and understand various aspects of environment. They respond to objects and events according to the way things appear to be. Thought is egocentric, meaning that children think everyone sees the world in much the same way that they do.</td>
<td>Children become imaginative in their play activities. They gradually begin to recognize that other people may not always perceive the world as they do</td>
</tr>
<tr>
<td>7 to 11 years</td>
<td>Concrete operations</td>
<td>Children acquire and use cognitive operations (mental activities that are components of logical thought).</td>
<td>Children are no longer fooled by appearances. By relying on cognitive operations, they understand the basic properties of and relations among objects and events in the everyday world. They are becoming much more proficient at inferring motives by observing others behavior and the circumstances in which it occurs.</td>
</tr>
<tr>
<td>11 years and beyond</td>
<td>Formal operations</td>
<td>Adolescents cognitive operations are recognized in a way that permits them to operate on operations (think about thinking). Though is now systematic and abstract.</td>
<td>No longer is logical thinking limited to the concrete or the observable. Adolescents enjoy pondering hypothetical issues and as a result, may become rather idealistic. They are capable of systematic, deductive reasoning that permits them to consider many possible solutions to a problem and to pick correct answers.</td>
</tr>
</tbody>
</table>
Check your progress 1

Note: 1) Your answers should be about 30 words each;

2) You may check your answers with the possible answers given at the end of the Unit.

1) What are the four stages of cognitive development proposed by Piaget?

2) What are the major developments during the four stages of cognitive development in children?

2.2.1 Development of attention

Very young children have short attention spans, they cannot (or will not) concentrate on any single activity for long periods. In one study of children's capacity of sustained attention, they were asked to put strips of colored paper in appropriately colored boxes and the time they devoted to this task was measured. The children aged 2 1/2 to 3 1/2, worked at the task for an average of 18 minutes and were easily distracted by contrast 5 1/2 to 6 years old were much more persistent, working at the task for an hour or more.

The capacity for sustained attention and continuous effort to improve arises throughout childhood and early adolescence. The neurological development and maturity helps to explain why adolescents and young adults are suddenly able to spend hours cramming up for exams or writing furiously to make morning deadlines on term papers.

2.2.2 Language development

Before we look into the development of language, it is important to consider its definition. This is crucial for editors to understand.

Language

The most tangible indication of our thinking power is language — our spoken, written, or gestured words and then we combine them as we think and communicate. Humans have long and proudly proclaimed that language set us above all other animals. ‘When we study human language.’ asserted linguist Noam Chomsky [1972], we are approaching what might call the “humans essence” the quality of mind that is unique to humans. The average high school graduate knows some 80,000 words [Miller & Gilden 1987]. That averages (after age one) to nearly 5,000 words a year approximately. Before children can add 2+2, they are creating their own original and grammatically appropriate sentences.
Acquiring knowledge

Children’s language development moves from simplicity to complexity. By 4 months of age baby can read lips and discriminate the speech sound. Around the first birthday most children enter the one word stage. Most of the child first word refers to things that move or can be played with- a dog or a boy rather than the table or bed that just sits there [Nelson, 1973]. At this one word stage, an inflected word may equal a sentence, “Doggy!” May mean look at the dog out there!

Children use more and more single words during the second year and enter the two word stage when they start uttering two word sentences. Language at this stage is characterized by telegraphic speech e.g. “want juice”. After this stage, children begin uttering longer phrases.

Language acquisition

Linguist Noam Chomsky [1959] says children learn language that is used in their environment. They acquire grammar and the words in their mother tongue without being taught. He says that they are born with a universal grammar which is inborn.

Vocabulary building

It is important for an editor to realize that throughout late childhood, children’s general vocabularies grow by leaps and bounds. From their studies in school, their reading, their conversations with others, and their exposure to radio and television, they build up vocabularies which they use in their speech and writing. This is known as a “general vocabulary” because it is composed of words in general use. Not those of such limited meaning that they can be used only in a specific context.

2.3 COGNITIVE DEVELOPMENT

Cognitive development is primarily concerned with the ways in which infants and children acquire, develop, and use internal mental capabilities such as problem solving, memory, and language. Major topics in cognitive development are the study of language acquisition and the development of perceptual and motor skills. Piaget was one of the influential early psychologists to study the development of cognitive abilities. His theory suggests that development proceeds through a set of stages from infancy to adulthood and that there is an end point or goal. Other accounts, such as that of Lev Vygotsky, have suggested that development does not progress through stages, but rather that the developmental process that begins at birth and continues until death is too complex for such structure and finality. Rather, from this viewpoint, developmental processes proceed more continuously, thus development should be analyzed, instead of treated as a product to be obtained. It is important for the editors to know the age related development terms.

Age-related development terms are:

- New-born (ages 0–1 month);
- Infant (ages 1 month – 1 year);
- Toddler (ages 1–3 years);
- Pre-schooler (ages 4–6 years);
- School-aged child (ages 6–13 years);
- Adolescent (ages 13–18).
However, some organizations use the term infant as a broad category, including children from birth to age 3, a logical decision considering that the Latin derivation of the word infant refers to those who have no speech.

Children develop certain skills and interests in childhood. They are important for an editor to understand. The next section will discuss them.

Common interests in early childhood:

- Interest in religion
- Interest in the human body
- Interest in self
- Interest in sex

**Interest in religion**

Religious beliefs do not hold any meaning to young children although they show some interest in religious observances. As so many of the things that mystify children—such as birth, death, growth—are explained in religious contexts, their curiosity about religious matters is great and they ask many questions regarding religion. Younger children accept the answers without questioning them. Throughout childhood, interest in religion is egocentric. For example, prayer is for gaining one’s wishes, Christmas is for Santa Claus who brings gifts. Early childhood stage has been called the fairy-tale stage of religious beliefs because young children endow all their beliefs with an element of unreality. This is the reason that they have a strong appeal for religious stories.

**Interest in the human body**

Young children get curious about the body and are attracted to the exterior of the body before the interior. Before early childhood comes to an end, children develop a keen interest for the interior as well. They want to know where the heart is, brain etc. and they also want to know what they do. They are curious about: germs and what they do to them, how does a person go to heaven after death, various parts of the body, process of elimination from the body. Unlike adolescent, interest of younger children in the body is purely objective.

**Interest in self**

There are many ways in which children show their interest in self. They keep looking at themselves in the mirror, examine different parts of their bodies and clothes, and ask questions about themselves, comparing themselves with their playmates, boasting about their achievements or possessions.

Sometimes environment encourages greater egocentrism in certain children among the same age group. Boys tend to be more egocentric than girls as they are given more privileges, children who are attractive, looking bright or even handicapped, usually become the centre at home. Sometimes, the only child or the last born are also encouraged to be egocentric.

**Interest in sex**

Young children are extremely curious about where do babies come from and ask many questions around this. They also tend to look at pictures of adults in amorous poses. Such activities are usually carried out in private.

The editor must keep in mind the above interests of the child, specially the adolescents, while preparing the content for children.
Check your progress 2

Note: 1) Your answers should be about 30 words each;
   2) You may check your answers with the possible answers given at the end of the Unit.
   3) What are the common areas of interest in children?

An editor should also realize the emotions that a child may experience which underlines the attitude of the child. The next section will discuss this in detail.

Common emotions of early childhood:

1. **Anger**: The most common causes of anger in young children are conflicts over playthings, the thwarting of wishes and various attacks from another child. Children express anger through temper tantrums characterized by crying, screaming, stamping, kicking, jumping up and down or striking.

2. **Fear**: Conditioning, imitation and memories of unpleasantness play an important role in arousing fears, as do stories, pictures, radio and television programs, and movies with frightening elements. At first, a child's response to fear is panic, later responses become more specific and includes running away and hiding, crying and avoiding frightening situations.

3. **Jealousy**: Young children become jealous when they think parental interest and attention are shifting toward someone else in the family, usually a new sibling. Young children may openly express their jealousy or they may show it by reverting to infantile behavior, such as bedwetting, pretending to be ill, or being generally naughty. All such behavior is bid for attention.

4. **Curiosity**: Children are curious about any new thing that they see and also about their own bodies and the bodies of others. Their first response to curiosity takes the form of sensori motor exploration, later, as a result of social pressures and punishment, they respond by asking questions.

5. **Envy**: Young children often become envious of the abilities of material possessions of another child. They express their envy in different ways, the most common of which is complaining about what they themselves have, by verbalizing wish to have things that the other has or by appropriating the objects they envy.

6. **Joy**: Young children drive joy from such things as a sense of physical well being, incongruous situations, sudden and unexpected noises, slight calamities, playing pranks on others and accomplishing what seem to them to be difficult tasks. They express their joy by smiling and laughing, clapping their hands. Jumping up and down, or hugging the object or the person that has made them happy.

7. **Grief**: Young children are saddened by the loss of anything they love or that is important to them, whether it be a person, a pet, or an inanimate object, such as a toy. Typically they express their grief by crying and by losing interest in their normal activities, including eating.
8. Affection: Young children learn to love the things—people, pets or objects—that give them pleasure. They express their affection verbally as they grow older, but while they are still young, patting and kissing the object of their affection.

Gender plays an important role during the formative years of childhood. Many differences arise between males and females. These have to be also specifically understood by the editor as the choices of reading may differ between boys and girls.

Sex differences

Males and females are anatomically different. Adult males are typically taller, heavier and more muscular than females, whereas females may be harder in the sense that they live longer and are less susceptible to many diseases. But although these physical variations are fairly obvious, the evidence for sex differences in psychological functioning is not clear as most of us might think. Let us now briefly discuss the differences between males and females that need to be understood by editors.

1. Females have greater verbal ability than males; girls develop verbal skills at an earlier age than boys and display a small but consistent verbal advantage on tests of reading comprehension, vocabulary and speech fluency through our childhood and adolescence.

2. Males outperform females on tests of visual/spatial abilities [for example, arranging blocks in pattern identifying the same figure from different angles. Although Maccoby and Jacklin concluded that three differences don’t emerge until adolescence. Others find that they are present in childhood and persist across the life span. [Johnson & Meade, 1987, Linn & Petersen, 1985]

3. Beginning in adolescence, boys show a small but consistent advantage over girls on tests of arithmetic reasoning.

This difference is most apparent at the higher end of the distribution, where more boys than girls are exceptionally talented in math [Feingold, 1988]

4. Males are more physically and verbally aggressive than females starting as early as age 2.

Other researchers were quick to criticize Maccoby and Jacklin’s review, claiming that the procedures they used together and tabulate their results led them to underestimate the number of true sex difference that actually exist. Indeed, new research and new literature reviews point to several additional sex role stereotypes that seem to be accurate.

5. Activity level: Starting in infancy, boys are more physically active than girls [Eaton & Enns, 1986; Eaton & Yu, 2989]. Indeed the heightened activity that boys display may help to explain why they are more likely than girls to intimate and to be more responsive. [Dipietro, 1981; Humphreys & Smith, 1987]

6. Fear, timidity and risk taking: girls consistently report being more fearful or timid in uncertain situations than boys do. Girls are also more cautious in such situations, taking far fewer risks than their male age mates [Chchristophersen, 1989, Ginsburg & Miller, 1982]

7. Development vulnerability: From conception boys are more physically vulnerable than girls to prenatal and postnatal stress and to the effects of disease. Boys are also more likely than girls to display a large number of developmental disorders, including reading disabilities, speech defects, hyperactivity, emotional disorders, and mental retardation [Henker & Whalen, 1989, Jacklin, 1989]
8. Emotional sensitivity/expressivity: From about age 4-5 on girls and women appear to be more interested in men and boys to the demands and appear to be more interested in and more responsive to infants than boys and men are [Berman & Goodman, 1984, Blackmore, 1981, Reid, Tate, & Berman, 1989] and they rate themselves higher in nurturance and empathy as well (although they often appear no more empathic than boys and men in naturalistic settings) Girls and women characterize their emotions as deeper or more intense than boys and men and do [Deiener, Sandvik, & Larson, 1985] By age 11 or 12 girls feel more comfortable than boys about openly displaying their emotions [Fuchs & Thelen, 1988].

9. Compliance: throughout childhood, girls seem to be more compliant than boys to the demands of parents, teachers, and other authority figures [Cowan & Avants, 1988; Maccoby, 1988]. However, the sexes do differ in the methods used to persuade others or to induce compliance, with girls being more inclined than boys to rely on polite suggestions, cooperation, and verbal negotiations rather than forceful demanding. They develop prejudices like:

- Socio-economic prejudice
- Racial prejudice
- Religious prejudice (less common)
- Prejudices about looks

Check your progress 3
Fill in the blanks:
1) Girls have greater ____________ than boys.
2) Males outperform females on tests of ____________.
3) Boys show better performance in ____________ than girls.
4) Girls are reported to be more ____________ than boys.

Cognitive development during adolescence: Along with the bodily changes of adolescence come major intellectual changes. Remembering your own leap from child to teenager, you may recall a new preoccupation with such cosmic intellectual issues as “the meaning of life”, “injustice in the world” and “what lies beyond our universe”? You may have tried to solve ethical problems by relying more and more, on abstract moral principles. You may also have grown much better at solving complicating riddles or “posers”. Playing games like bridge or chess by planning several moves in advance, and figuring out answers to purely hypothetical questions, you might have learnt. Many of these features of adolescent thought can be understood from the perspective of Jean Piaget’s theory of intellectual development. Thinking about how things might be fruitful if certain changes took place. These will be discussed below.

Formal operations:

1. Thinking abstractly: At around the age of 12, most youngsters begin the final major stage of cognitive development discussed by Piaget. Formal operations take place in this stage, thinking becomes quite adults like, in fact, most adult capabilities are thought to be in place by about the age of 16. This does not mean that we learn no new facts or skills after 16; it means that the basic processes we use to think do not change much beyond this age.
2. Hypothetical thinking: With formal operations: Boys and girls moves from the world of the actual to the world of the hypothetical. They can still think about the way things are. But they become much more skilled at specific events or start instant thinking about how things might be if certain changes took place. Such thinking allows adolescents to judge the “reasonableness” of a purely hypothetical line of reasoning. To illustrate, suppose we ask a group of 9 year olds and a group of 17 year olds what they think about the following statement: “I am glad I don’t like onions, because if I liked them I would always be eating them. And I hate eating unpleasant things.”

3. Deduction and induction: Hypothetical and abstract thinking make sophisticated deduction and induction possible. Deduction is reasoning from abstract general principles to specific hypotheses that follow from these principles. Inductive thinking is the complementary process of observing a number of specific events or instances and inferring a general principle to explain those events. The two processes can be seen in adolescents’ reasoning about nature, science or social problems. Example: trying to figure out, from a number of specific observation, some general principles by which people can be attractive to the opposite sex (inductive reasoning); then trying to use those general principles to generate specific ways on how one should behave in order to attract one particular member of the opposite sex (deductive reasoning).

4. Reflective thinking: It is a process of evaluating or testing your own reasoning. It makes the person his or her own critic to evaluate the process, idea or solution from the perspective of an outsider and to find errors and weak spots in it. Such reflective thinking makes for players in games of strategy, such as chess or in debates on social or moral issues like dowry deaths, terrorism or corruption.

Check your progress 4

Note: 1) Your answers should be about 30 words each;

   2) You may check your answers with the possible answers given at the end of the Unit.

5) What happens in the intellectual realm of formal operations during adolescence?

5. Moral development: Everyday we make judgments about right and wrong. In fact it is a way of reasoning about moral issues. The kinds of moral reasoning done by child are quite different from adolescents and adults.

Kohlberg’s stages of moral development: Kohlberg has proposed a detailed sequence of stages of moral reasoning. He has divided moral development into three levels:

1. At first children reason at the pre-conventional level, their reasoning is some what egocentric; it focuses on the personal consequences of the individual’s behaviour. For instance, they may feel, “We should not steal because we might get caught, punished and put in jail.”
2. Later, children enter the conventional level. Their reasoning fits what many societies consider to be acceptable moral to rules. Later on they may think, “We should not steal because it is against law”.

3. During adolescence they enter the post-conventional level in which they rely on abstract principles, which go beyond commonplace views of ethics and morality. In the final stage, they may feel, “We should not steal, because if everyone steals to get what they want, social order would break down.”

Check your progress 5

Note: 1) Your answers should be about 30 words each;

2) You may check your answers with the possible answers given at the end of the Unit.

6) What are the levels of moral development in children?

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7) What are the three basic components of morality?

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A major task of adolescence is achieving identity. An editor has to understand that a major task in an adolescent’s life is achieving identity. “Who am I?” becomes the most important question in the adolescent age. They are in search of their own identity and are confused about their role and identity. “What am I going to do with my life” is the next important question in their search for identity. Seeking identity involves searching for continuity and sameness in oneself. It involves developing a clear sense of ones skills and personal attributes and forms a goal for their life. At this stage, the books they study, play a major role, which the editor has to keep in mind while preparing the study material for them.

2.4 SOCIAL DEVELOPMENT

It becomes important for an editor to realize the social development of children. That motivates the aptitude and the attitude of them. This will be discussed in the coming section. Socialization in children occurs in various forms. Let us now look at them.

Social patterns:

Imitation: To identify themselves with the group, children imitate the attitudes and behavior of a person whom they especially admire and want to be like.

Rivalry: The desire to excel or outdo others is apparent as early as the fourth year. It begins at home and later develops in play with children outside their home.
Cooperation: By the end of third year, cooperative play and group activities begin to develop and increase both in frequency and duration as a child’s opportunities for play with other children increase.

Sympathy: Because sympathy requires an understanding of the feelings and emotions of others. It appears only occasionally before the third year. The more play contacts the child has, the sooner sympathy will develop.

Empathy: Like sympathy, empathy requires an understanding of the feelings and emotions of others but, in addition, it requires the ability to imagine oneself in place of the other person. Relatively few children are able to do this until early childhood ends.

Social approval: As early childhood draws to close, peer approval becomes, more important than adult approval. Young children find that naughty and disturbing behavior is a way of winning peer approval.

Sharing: Young children discover, from experiences with others, that one way to win social approval is to share what they have—especially their toys with others. Generosity gradually replaces selfishness.

Attachment behaviour: Young children who are babies, discover the satisfaction that comes from warm, close, personal association with others, gradually attach their affection to people outside the home, such as a nursery school teacher, or to some intimate object, such as a favorite toy or even a blanket. These become what are known as attachment objects.

Children often have unsocial patterns which must be understood by an editor. The following negative attitudes can radically affect the physiological growth of a child; an editor may ensure that the writer deals carefully with these sensitive issues in the stories. Let us now discuss them.

Negativism: Negativism or resistance to adult authority reaches its peak between three and four years of age and then declines. Physical resistance gradually gives way to verbal resistance and leads to pretending not to hear or understand requests.

Aggressiveness: Aggressiveness increases between the ages of two and four and then declines. Physical attacks begin to be replaced by verbal attacks in the form of name-calling, tattling or blaming others.

Ascendant behaviour: Ascendant behaviour or “bossiness” begins around the age of three and increases and opportunities for social contacts increase. Girls tend to be bossier than boys.

Selfishness: While young children’s social horizons are limited mainly to the home, they are often selfish and egocentric. As their social horizons broaden, selfishness gradually wanes but generosity is still much undeveloped.

Egocentric: Like selfishness, egocentrism is gradually replaced by an interest in and concern for others. How soon these changes will occur will depend on how many contacts young children have with people outside the home and how anxious they are to win their acceptance.

Destructiveness: It is a common accompaniment of temper outbursts in young children. They destroy anything within their reach, whether their own or someone else’s. The angrier they are, the more the destruction.

Sex-antagonism: After the age of four, boys come under social pressure which leads them to shun playing games which might be regarded as ‘girlish’. They engage in aggressive behavior which antagonizes girls—scaring them with lizards or frogs.
Prejudice: Many children show preference for playmates on the basis of:

- Sex prejudice
- Socio-economic prejudice
- Racial prejudice
- Religious prejudice (less common)
- Looks

Adolescence marks the transition from childhood to adulthood, so it requires redefining of some basic social relationships:

With family: Adolescents’ relation with their parents becomes a context for learning independently and a sense of control over one’s own destiny.

With peers: Adolescents’ relation with peers change in several ways over the teen years with increased dominance by bright creative youngsters and increasingly close interactions between boys and girls.

With opposite sex: Adolescents develop sexuality and the inclination to experiment carry significant risks—both physiological and psychological. The former include the risk of unplanned pregnancy and the transmission of sexually transmitted diseases. The latter include problems of sexual preference and delinquency; also disorders like anorexia nervosa, depression. So the study material for the children of this age group must be properly planned.

2.5 SELF AND OTHERS

In developmental psychology the term ‘self-concept’ refers to “the composite of ideas, feelings and attitude people have about themselves”. In simpler terms, self concept is our attempt to explain ourselves to ourselves. Our perception of ourselves varies from situation to situation and goes through many changes as we grow older.

Most developmental psychologists believe that infants are born without the sense of self. They develop it by the age of 18 – 24 months and began to categorize themselves along socially significant dimensions such as age and sex. Pre-schoolers show some awareness of private inner self, they know how they typically behave in many contexts. Their self descriptions are very concrete focusing on their physical features, their possessions and the activities they can perform. By the age of 8, the children begin to describe themselves in terms of their inner psychological attributes and begin to think of this inner self as a better reflection of their character than the external façade. Adolescents have even more integrated and abstract conception of self that includes not only their dispositional qualities that is beliefs, attitudes and values but they also they understand how these characteristics affect their behaviors in different situations.

Children are likely to develop high self esteem if:

1. Their parents are both loving and democratic in enforcing rules.
2. They do well in comparison with peers in their cognitive and social competencies.

Some adolescents may experience a decline in self esteem but most teenagers cope rather well with the changes they are experiencing showing no change or may be a modest increase in their perceived self worth.
Basic Editorial Competencies

Check your progress 6

Note: 1) Your answers should be about 30 words each;
2) You may check your answers with the possible answers given at the end of the Unit.

8) What is the significance of self-esteem and self-concept? Why should the editor have an understanding of this attitude of the adolescents?


2.6 LET US SUM UP

In this Unit, we discussed the emotional, moral, social and psychological development of a child. We also understood the important role by the author and the editor in supplementing the growth of a child through the books that they prepare. You can keep the following points in mind as editors while editing material for children to encourage and develop positive concepts of children. These are primarily taken from the subject matter of developmental psychology.

1. Value and accept all children for their attempts as well as their accomplishments.
2. Create a climate that is physically and psychologically safe for the students.
3. Become aware of your own personal biases.
4. Standard of evaluation should be made clear.
6. Avoid destructive competition and encourage students to compete with their own prior levels of achievements.
7. Accept a child even when you must reject a particular behavior.
8. Remember that the positive self-confidence grows from the success in operating in the world and from being valued by important people in the environment.

2.7 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

1) Four stages of cognitive development are:

   Sensorimotor, Preoperational, Concrete operations and Formal operations.

Check your progress 2

2) Major developments during Four Stages of Cognitive Development are as follows:

   During sensorimotor stage, infants acquire primitive sense of self and others. During preoperational stage children become imaginative and begin to recognize
the differences in their thoughts and the other’s. By the third stage, children understand the basic properties and relations among relations and events happening around them. At the fourth stage, the formal operations permit them to think about thinking. Thoughts are now systematic and abstract.

Check your progress 3

3) Common areas of interest in children:
   - Interest in religion
   - Interest in the human body
   - Interest in self
   - Interest in sex

Check your progress 4

1) Girls have greater verbal ability than boys.

2) Males outperform females on tests of visual/spatial ability.

3) Boys show better performance in arithmetic reasoning than girls.

4) Girls are reported to be more compliant than boys.

Check your progress 5

5) Formal operations: During adolescence, thinking expands to encompass the world of the possible as well as the actual. Formal thoughts involve hypothetical reasoning, induction, deduction and the capacity to reason about abstraction and also to judge the logical correctness of a chain of reasoning.

Check your progress 6

6) Levels of moral development in children are:
   a) Pre-conventional, where judgment is based solely on persons’ own needs and perceptions;
   b) Conventional, where expectation of society and law are taken into account;
   c) Post-conventional, where judgments are based on principles that go beyond specific laws.

7) Three basic components of morality are:
   a) Moral affect: the emotional component of morality including feelings such as guilt, shame, pride in ethical conduct.
   b) Moral reasoning: the thinking that people display when deciding whether actions are right or wrong.
   c) Moral behavior: actions that is consistent with one’s moral standards in which one is tempted.

Check your progress 6

8) Self-esteem and self concept are important for each individual as they form the basis of social behavior as well as social acceptability of the individual. The success or the failure of a person is dependent on how a person views himself. Great care and effort should be taken for developing the right self-concept of oneself during the childhood by the care-takers (parents and school)
2.8 KEY WORDS

Piaget : Jean Piaget, a Swiss scholar who began to study intellectual development during 1920's.

Development : The process by which organisms grow over the course of their lives.

Self-concept : Feeling about themselves.

Self-esteem : One’s evaluation of one’s worth as a person based on an assessment of the qualities that make up the self-concept.

Identity crisis : Unresolved questions of adolescence.

Anorexia nervosa : Eating disorder, common among adolescents.

2.9 REFERENCES AND FURTHER READINGS

Life-span Development by John W. Santrock.