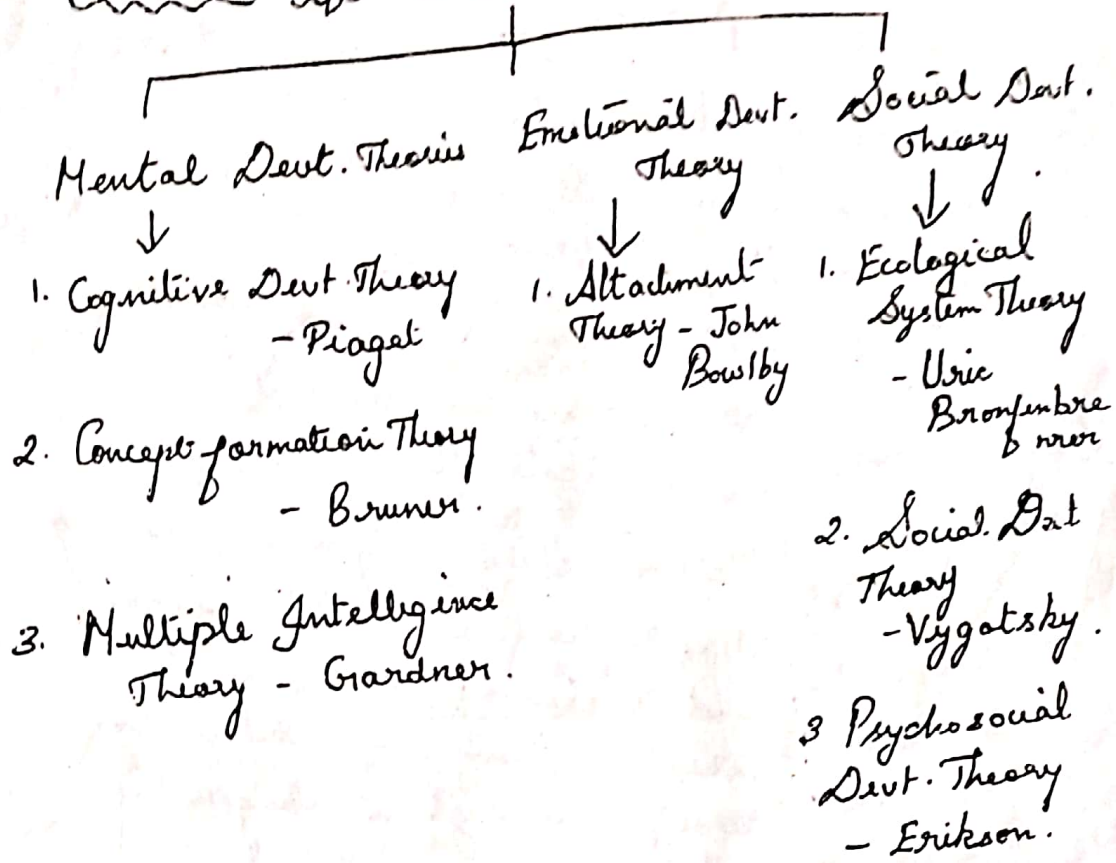


Unit - 1.

Theories of Development



1. Piaget's Cognitive Devt → we have already discussed in Mental Development.

2. Gardner's Multiple Intelligence Theory :-

According to Gardner, there are seven types of intelligence, each of which is developed to a different extent in each of us. They are.

1983 - Harvard University Professor.

Frames of mind: The theory of multiple intelligence

1. Linguistic intelligence
2. Logical - mathematical intelligence
3. Spatial
4. Musical
5. Bodily - kinesthetic
6. Intra-personal
7. Interpersonal.
8. Naturalist intelligence - Poets, Environmentalists,

1. Linguistic intelligence → is the ability to communicate through language.

Eg:- If a child is good at reading textbooks, writing term papers and presenting oral reports then we can say, the child would be high in linguistic intelligence.

2. Logical - mathematical → A person with high logical - mathematical intelligence would be good at analyzing arguments and solving mathematical problems.

3. Spatial intelligence → A person with high spatial intelligence, such as a skilled architect or carpenter, would be good at perceiving objects in the environment.

Musical intelligence → If a person has the ability to analyse, compose or perform music, then he is said to have musical intelligence.

Bodily - Kinesthetic intelligence → If an individual would be able to move effectively, as in dancing or playing sports or to manipulate objects effectively as in using tools or driving a car, then he is said to possess Bodily - Kinesthetic intelligence.

Intrapersonal intelligence → If an individual has high intrapersonal intelligence, then ~~if~~ he knows himself well and understands what motivates his/her behaviour, then he is said to possess intrapersonal intelligence.

Eg :- Emotionally depressed people, high in intrapersonal intelligence might be more likely to find ways to relieve their depression.

Interpersonal intelligence → If an individual is able to function well in social situations, understands the needs of other people and able to predict others

behaviour, then he/she is said to possess Interpersonal intelligence.

Educational Implication of Gardner's theory :-

→ This theory emphasises the fact that people do not have just one intellectual capacity, but many different intelligences including these 7 intelligences.

→ This theory states that all seven intelligences are needed to productively function in society.

→ Therefore teachers should think of all the intelligences as equally important. This is in great contrast to traditional education system which typically place a strong emphasis on development and use of verbal and mathematical intelligence.

→ Another implication is that teacher should structure the presentation of instructional material in a style of which engages most or all the intelligences.

Eg :- When teaching about the revolutionary war, a teacher can

show students battle maps, play revolutionary war songs, organise a role play of the signing of the Declaration of Independence and make the students read a novel about life during that period.

This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same instructional material in a variety of ways.

Moreover the teacher in this manner can facilitate a deeper understanding of the subject matter.

Bruner's Concept Formation Theory :-

Concept refers to an idea or a pattern of idea, which enables the ^{individual} students to get a complete idea of the concept.

According to Bruner, human brain has 3 mode of thinking.

1. Enactive mode (motor movement)
2. Iconic mode (eye contact)
3. Symbolic mode (symbols)

thinking

Enactive mode of thinking - In this mode of thinking, the individual represents objects or events through ^{motor} actions and movements. Eg:- as learning to ride a bicycle.

Iconic mode :- In this mode of thinking, children conceive objects or events through ^{sensory} images of the objects / mental pictures of the objects or events.

Eg:- A map permits the child to follow a route from one place to another place.

Thus the child thinks in terms of figures or the images of the objects. This stage is known as "Iconic".

Symbolic mode :- In this mode of thinking the children conceive objects or events through words, symbols, formula.

Thus the child thinks in terms of mental representations through language.

Eg:- Perimeter of a square = $4a$.

teaching

7.

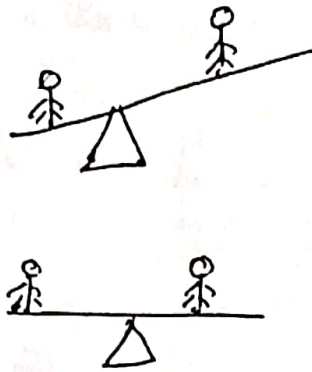
(i.e. through actions).
Enactive mode of teaching is appropriate at pre-school stage, since their mode of representation is through actions.

Iconic mode of teaching (i.e. teaching through Audio-visual aids) is appropriate at childhood stage, since their mode of representation is through sensory images and or mental pictures.

Symbolic mode of teaching (i.e. teaching through symbols / language) is appropriate at Adolescence stage, since their mode of representation is through language, words, symbols, formula etc.

Eg :- Let us consider how children learn the "CONCEPT OF BALANCE".

Enactive mode :- Infants below the age of 3 learn the concept of balance if they are exposed to an experience of balance like see-saw.



In this figure the child learns the concept that one child is heavier while the other child is light.

In this figure, the child learns the concept that the balance is maintained because both the children have same weight.

This mode of representation by providing experience to the child is known as enactive.

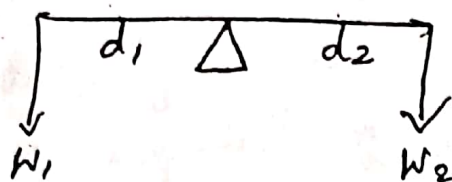
Iconic mode :- For children in the age group of 5 to 9, to learn the concept of balance, it is enough if it is explained through a model or a schematic representation like



Here the object is known by its image or its picture.

Symbolic mode :- In the third stage of symbolic representation, action and image is replaced by language.

The balance and its arms are described verbally through symbols:



$$W_1 d_1 = W_2 d_2$$

Here W_1 & W_2 are the two weights and d_1 & d_2 are the two arms.

$\therefore W_1 d_1$ and $W_2 d_2$ are known as "moments" acting on opposite direction.

Educational Implications of Bruner's Concept formation:-

* The ~~idea~~ Bruner says that the teacher should not wait for the learning readiness of the students, rather it is the responsibility of a teacher to motivate the child and act as a facilitator of learning.

* The teacher by means of 3 modes (enactive mode, iconic mode or symbolic mode) should prepare the child for learning - readiness.

- * Then the teacher should give a problem to the student, instead of explaining how to solve the problem.
- * The teacher should encourage the student to develop one's ability to solve problems systematically.
- * The teacher should emphasise the student to make observation, formulate hypothesis and find solution individually.
- * The teacher should place the student in the position of a discoverer.
- * The teacher should promote inductive thinking and analytical thinking.
- * The teacher should give positive feedback about the direction of problem solving.
- * This feedback must be given at right time so that the student can either revise their approach or continue towards solution.
- * Thus the teacher should help in developing one's ability to solve problems systematically.

Emotional Development Theory :- (John Bowlby's Attachment Theory)

~~It is~~ This Theory talks about Parent-child Attachment, which helps in emotional development of an individual.

Attachment :- (A sense of belongingness between each other).

Attachments are believed to be universal not only for humans, but also for all species.

This Attachment is built progressively gradually due to :

1. Early and frequent contact and familiarity with the care giver.
2. Infants are attached to their caregiver as they are dependent for protection and survival.

As a result an affectionate relationship is built (Parent child Attachment), which paves way for the first social relationships for the infant.

Social contact between Parent and child in the early stages of life plays an important role for healthy personality development of children.

How?

Seeking the Contact and Closeness of the parent is one set of behaviour that indicates an Attachment.

Eg:- Infants show distress when separated from mothers.

Infants show relief of Joy upon reunion with mother.

They also display a clear preference for parents by seeking eye contact (or)

By being attentive to the sound of father or mother's voice.

Development of Attachment.

Psychologists refer attachment to the way a parent responds to and child responds to each other with an emotional quality and not on a specific set of behaviour.

Attachment is not immediately present at birth, but rather develops gradually from the first moment of contact.

Bowlby detailed 4 phases of Attachment.

1. Pre attachment phase (0-3 months)
2. Attachment-in-the making phase (3-6 months of age)
3. Clearcut attachment phase (6-12 months)
4. Goal-corrected partnership phase (12-24 months)

I Pre attachment phase - (0-3 months).

During this stage

→ The infant appears to be interested in anyone.

→ The primary caregiver is not distinguished from others.

→ At the age of 2 or 3 months, the infant consistently visually and auditorally discriminates the caregiver and other people.

II Attachment in-the making phase (3-6 months of age)

→ At this phase a unique relationship is forming between the baby and the primary caregiver.

- The infant smiles and vocalizes more frequently and intensely to the caregiver.
- The baby is able to discriminate the mother figure.

III Clearcut attachment phase - (6-12 months)

- The ^{movements} locomotor skills allow the infant to actively seek out and become physically close to his or her parent.
- During this stage infants develop person permanence (ie) infant keeps someone in mind even when that person is absent.
- When the mother and father leave the child or go out, the infant is likely to show signs of distress or to protest by crying. This reaction is called separation distress.
- A similar distress is present when unfamiliar people approach or interact with the infant. This is called

stranger anxiety

→ Infants during this stage develop a conceptual distinction between their caregiver and other people.

IV Goal-corrected partnership phase (12-24 months)

→ This is more complex interplay of cognitive, social and emotional behaviour. The attachment is more complicated.

→ The infant try to figure out the parents' actions and influence his or her behaviour.

Eg :- The infant has learned that by crying or holding on to the father or mother, they may change their plans about leaving.

Educational Implication

The detailed study about this theory will help the trainee teacher to know that, issues in Foster care Early child care between the mother and child will

definitely have an impact on the social and emotional development of the child. (19)

- It enables the trainee teacher to understand the fact that students' anxiety, student's stress are the result/fruits of different patterns of parent-child attachment such as (secure attachment, Insecure avoidant, Insecure resistant attached infant).
- Of the 3 patterns of parent-child attachment, Insecure resistant attached infant is more likely to seem anxious or distressed, which is also reflected in other stages of development (childhood stage and Adolescent stage).

- Social Development Theories :- (Bronfenbrenner's) American Psychology
- ① Ecological System Theory - Urie Bronfenbrenner
 - ② Vygotsky's Social Devt. Theory.
 - ③ Erickson's Psychosocial Theory.

Vygotsky's Social Development Theory :- Russian Psychologist

In this theory Vygotsky explains that socialization affects the learning process in an individual.

Thus Social Development Theory includes 3 major concepts.

1. Role of Social Interaction in Cognitive Devt.
2. More Knowledgeable Others.
3. Zone of Proximal Development.

1. Role of Social Interaction in Cognitive Devt.

According to Vygotsky, he states that social interaction plays a fundamental role in the development of child cognition.

He states that cognitive Devt. stems from social interaction from guided learning within the zone of proximal development, as the children and parent co-construct knowledge.

child asks questions from society what is this.

The More Knowledgeable Others (MKO)

The MKO is any person who has a higher level of ability or understanding than the learner in terms of the task.

Normally when we think of an MKO, we refer to an older adult

teacher
an expert
tutor etc.

But others to
gain knowledge

when we gain knowledge
is called MKO

Eg:- A child learns multiplication of numbers because his Tutor teaches him well.

Thus the traditional MKO refers to an older person.

However, at ~~present~~ present MKO also refers to our friends

younger people

even electronic devices like computers

Cell phones etc.

The Zone of Proximal Devt. (ZPD)

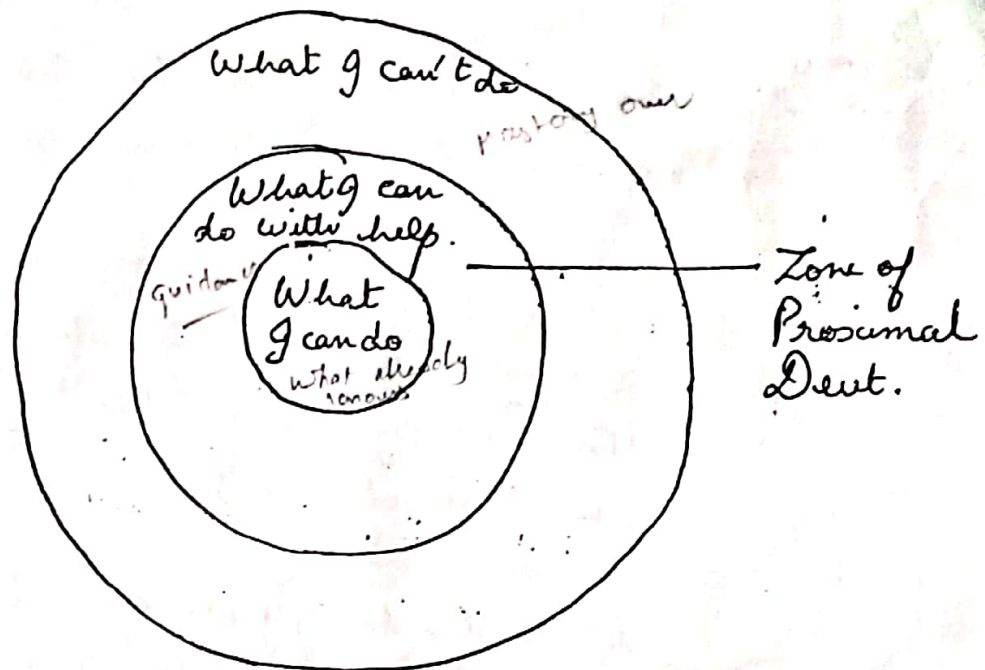
The Zone of Proximal Devt. is the distance between what is known and what is unknown by the learner.

It is the difference between the ability of learner to perform a specific task under the guidance of his MKO and the learner's ability to do that task independently.

For eg :- A child sitting alone tries to chronologically arrange the blocks that contain the letter A to Z (what is known).

At first, his performance is poor, but when his teacher, older siblings, friends, adults (MKO) sits besides him and tells how to arrange the letters properly, he begins to learn how to do so.

The child then masters the knowledge of arranging the alphabets with the presence of his parent. His mother, on the other hand, gradually lets the child do the skill on his own, making the child more competent.



Learning takes place
from
What is known

ZPD.

What is
not known.

(Skills too difficult
for the child to
master on his own,
but can be done
with guidance & encouragement
from MKP.)

Educational Implications :-

This theory breaks the traditional model of teaching where the teacher simply transmits information, treating students as stuffed butterflies, dead specimens etc.

This theory emphasises the fact that students must have an active role in learning process

The school and teacher should encourage the students reciprocate the learning experience inside the school classroom.

This theory stresses the fact the teacher should provide sufficient opportunities for the learner to experiment his/her learned concept with the guidance of the teacher.

This theory reveals the fact that teachers can also learn from students as students learn from teachers.

Erikson Psychosocial Dev. theory :-

Erikson stressed the importance and influence of cultural traditions and values on the way in which children are reared and on the quality of social interactions that affects personality development.

Erikson theory stresses social and cultural influences on the ego the child at each of the eight stages.

Age	Stage	Focus
I. Birth to 15 months	A sense of Trust vs Mistrust (0-15 months)	Social support
II 1-3 yrs	Autonomy vs Shame self-doubt (1-3 yrs)	Establishing independence
III 3-6 yrs	Initiative vs Guilt (3-6 yrs)	Developing self-care skills
IV 6-12 yrs	Industry vs Inferiority (6-12 yrs)	Mastery of culturally relevant skills
V 12-18 yrs	Identity vs Identity confusion (12-18 yrs)	Definition of self
VI Young Adulthood (19-40)	Intimacy vs Isolation (19-40)	Establishing meaningful relationship
VII Middle Adulthood (40-65)	Generativity vs Stagnation (40-65)	Caring for others
VIII Older Adulthood (65 till death)	Integrity vs Despair (65 till death)	Life evaluation, living of self-fulfillment

Stage I Trust Vs Mistrust.

This stage ranges from birth to 15 months of age. The first task of an infant is to develop the basic sense of trust in himself and in his environment.

→ During this stage, the infant is completely dependent on others for the fulfillment of his basic needs.

→ If his needs are not satisfied then, he gradually loses his sense of faith in the world around him.

→ Thus the sense of faith is laid down during this period.

Stage II Autonomy vs sense of shame.

This stage covers the period between 1 to 3 yrs. The child develops the sense of Autonomy. He does not want help of others. He likes to do things in his own way.

Parents can help their children in developing a sense of Autonomy through a balance of firmness and permissiveness.

Parents should decide the limit of freedom for children keeping into consideration the conditions of the environment.

→ Children who are not given legitimate freedom to explore their envt., develop doubt about their abilities to perform a specific task, and become self-conscious. Shame is the other part of this feeling. We know that there are children who are terribly self-conscious and fearful of their weakness being exposed.

Stage III: Initiative Vs Guilt

~~A sense of initiative vs a~~ This stage starts from 3 and continues upto 6 yrs. Children grow at very rapid rate in almost all dimensions such as physical, intellectual, social and emotional etc.

→ Social boundaries expand beyond the home envt. Children may express their autonomy in behaviour which is called initiative. They begin to develop a sense of right or wrong.

→ If the feeling of guilt is overtaxed by moralistic parents and teachers, children may develop feeling of lurdness which may inhibit their usage to test themselves in the expanding social world.

Stage IV - Industry Vs Sense of Inferiority

This stage starts from 6-12 years of age. During this period children develop a view about themselves as workers, as a people who can make things that have significance in the culture at large, and in the classroom, home or playground.

During middle childhood, children in all cultures receive instruction about how to get along with their communities. Regardless of the type of work the specific cultural demands, all children acquire a sense of their own ability to be useful and industrious workers.

Children form a sense of industry as a result of their productivity. Unfortunately, not all children find an area in which to demonstrate their competence. Instead, some children experience repeated failure. Consequently they form a view of themselves as inadequate, incompetent and inferior. Believing that they cannot succeed, these children are easily discouraged from trying out new skills.

A child's negative resolution of Erickson's fourth stage may be

the result of several factors (i) Children may have accumulated failures because they have selected tasks that are too difficult for their present level of mastery. (ii) Children may be attempting to meet the unrealistic expectations of parents who are exerting pressure to achieve before they are ready. (iii) Another negative influence occurs when children's accomplishments are unrealistically compared to others and thereby diminished. This may lead to inferiority complex.

Stage V Identity Vs Self diffusion Identity Confusion

According to Erickson, adolescence is the stage of development, during which the crisis of identity is more acute.

Ego identity involves total integration of vocational ambitions & aspiration, of vocational along with all those qualities acquired through earlier identification, imitation of parents, falling in love, admiration of heroes etc.

At this stage youth rarely identifies with his parents rather frequently over-identify with movies, heroes, group

leaders, athletic champion etc. As a result he rebels against the parents dominance and their value system and their intrusion into his private life, since he has to separate his identity from that of his parents.

The peer group and gang help the individual in finding his own identity in a social context, their serious love affairs and vocational ambitions contribute to the development of ego as one identification succeeds another, and the adolescent is aided in defining and revising his own definition of his ego.

Thus in each of the eight developmental stage steps, Erickson describes a conflict with 2 possible outcomes.

If the conflict is worked out in a satisfactory manner, the positive quality is built into the ego and further healthy development can take place. But if the conflict is resolved unsatisfactorily, the developing ego is damaged affecting their personality.

Educational Implication

→ This theory explains a significant aspect of Human development - "Human behaviour are governed by these senses and senses are the source of knowledge".

→ The teacher and parent can make use in identifying the problem of children and help them to solve their problem.

→ The conducive and conductive situations are to be generated by teacher as well as parents at home.

→ The teacher and the parent should provide situation at different age-levels, so that sense of trust, Autonomy, initiative, industry, identity may be developed.

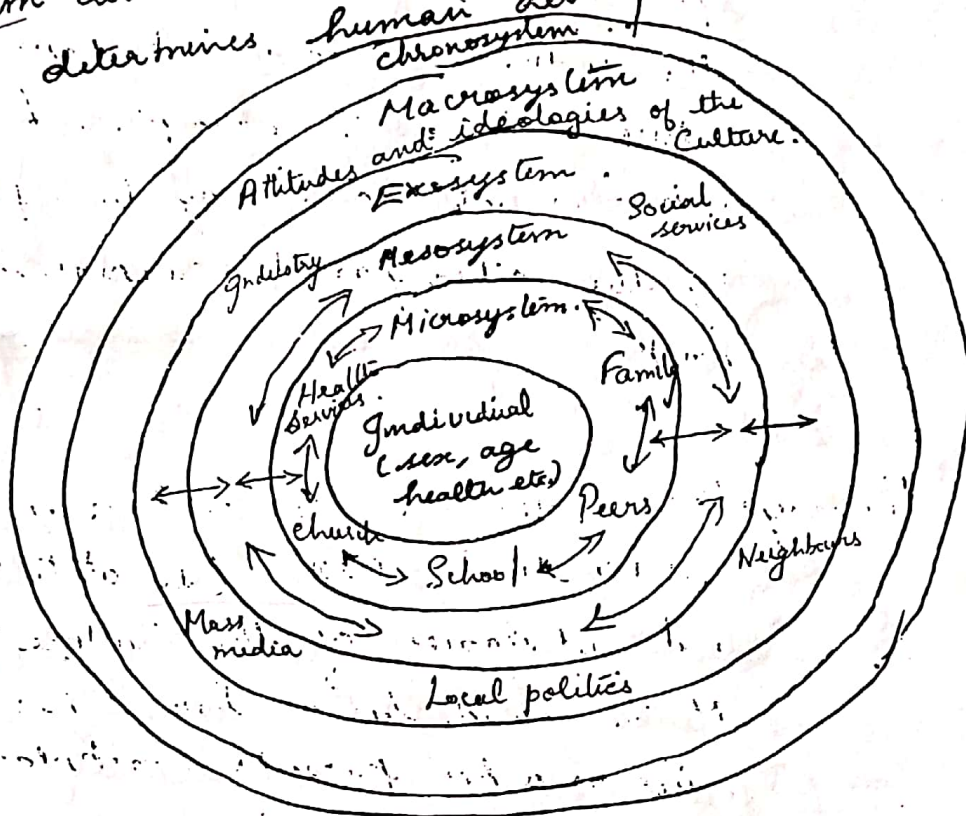
Erikson tell that children develop their personality by resolving various sequential crisis at different stages in life.

Urie Bronfenbrenner's Ecological systems Theory:-

Ecological system theory was developed by Urie Bronfenbrenner.

According to him, environmental factors play an important role in the social development of an individual.

He identifies five environmental system with which an individual interacts that determines human development. They are



Microsystem - refers to the institutions and groups that most immediately and directly impact the child's development including family, school, religious institution and

neighbourhood and peers.

Mesosystem - refers to interconnections between the Microsystems; (ie) interaction between family and teachers, relationship with child's peers and their family etc.

Exosystem - involves links between a social setting (which might be Industry, social services, Neighbours, Local politics, mass media etc) in which the individual does not have an active role. For example: A parent's experience at home may be influenced by the other parent's experiences at work.

Macrosystem - describes the culture in which individual lives. (ie attitudes and ideologies of the Culture)
 The child his or her school, his or her parent's workplace ~~etc~~ ^{form} are all part of a large Cultural Context. Members of a cultural group share a common identity, heritage and values.

31

The macrosystem evolves over time, because each successive generation may change the macrosystem, leading to their development in a unique macrosystem.

Chronosystem - refers to the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.

For eg:- divorces are one transition.
An example of sociohistorical circumstances is the increase in opportunities for women to pursue a career during the last thirty years.

Thus According to Urie Bronfenbrenner each system contains roles, norms and rules with which an individual interacts. Thus, the interaction of a person's own biology with the 5 ecological system helps him to shape his/her personality.

∴ This theory is also called as Human ecology theory, Bio-Ecological Systems theory