

Reflection paper

Education



Piaget's stages of cognitive development From Piaget's stages of cognitive development, I have learned that children think in significantly dissimilar ways than adults do. Piaget's Work shows that children are born with a very basic hereditarily intellectual composition that evolves and is the establishment for all subsequent learning and knowledge. Piaget (1973) thought children form an opinion of the world around them . then experience something entirely different. He describes that as a child is progressing his or her schemes becomes more frequent and detailed. It occurs through assimilation which is using an existing schema to deal with new circumstances, accommodation which happens when current knowledge does not work and has to be adjusted and equilibration which occur when child schemas can deal with most new information through assimilation. An example of adaptation in my scenario is when my two-year-old niece saw my tablet for the first time and referred to it as a computer. In this occurrence, I explained to her that it's not a computer though it looks like one therefore she was able to adjust with the new information (Wadsworth, 2004).

Assimilation and accommodation require an active learner, not a passive one, as a teacher one should concentrate on a child thinking rather than result because it encourages problem-solving skills rather than trained.

Piaget's theory also reinforce teachings should be accomplished by encouraging discovery for themselves rather than direct training. A teacher can also use this information and, use energetic methods that necessitate reconstructing of truths, encourage shared as well as individual activities. He or she can create disequilibrium in order to accommodate new information, arrange situations that present real-life problems and evaluate the level of child development so that you can go at his or her pace. More mature

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activities should be discouraged as it will confuse the children. On the first stage sensory –motor occurs between birth and two years. Children begin to understand the information they are receiving through their senses in particular, when reflex movement become more developed. Understanding of the world around them involves only the perceptions and things which the baby has already experienced for instance sucking on a nipple when hungry or reaching for an already familiar toy. Children form mental pictures of objects around them and what can be done with the object itself (Piaget, 1936). When they are around eight months they begin to look for objects hidden, for instance, a baby will start to explore what is inside a toy and its content. In the second stage which is pre –operation stage (2 years-7 years) children are pretty much far from logic thought noticeably vocabulary is expanded, they believe things are from their point of view and picture everyone shares their view. Therefore, one should use this information to encourage a child to play with toys that change figure as it will help them develop conservation also supporting children of the same age group to play together (Wadsworth, 2004).

A teacher can also become better if he or she avoids lessons outside a Childs environment. Animism occurs at this stage where they form ideas that everything has consciousness for instance when they are hit by a piece furniture they punish it by hitting it back. The child also develops the ability to symbolize objects mentally and to identify them in their classes however they cannot distinguish identical members of the same category . on the third stage that is concrete operations children begin to think rationally but are nevertheless practical rules like reversibility, identity and compensation governs a child rational (Piaget, 1936). In addition seriation occurs where a <https://assignbuster.com/reflection-paper-essay-samples-8/>

child can arrange objects through the skills they have learned for instance; he or she can arrange several bottles in accordance with their size. This can help teachers to encourage more skills to be learned by children by giving them tasks that encourage self-discovery for example, giving children an opportunity to test out thoughts and do simple experiments collectively. In this stage animism and egocentric noticeably declines. A teacher can use analogies to show the correlation between a new idea and existing knowledge. On the fourth stage that is formal operation (11-16years) logic and intelligence is developed when they come across sophisticated problems they exhaust all possibilities before executing them . teachers can use diagrams and charts, they can also encourage group discussions that help brainstorming . Persuasion of how they solved a problem should be explained.

Word cited

Piaget, J. *Origins of Intelligent In The Child*. Lodon: Routledge & Kegan, 1936.

Wadsworth, B. J. *Piaget's theory of cognitive and effective development: foundations of constructivism*. London: Longman Publishing, 2004.