

Psychology human development



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Psychology: Human Development Psychology: Human Development

Psychology: HumanDevelopment Development of memory and cognition during infancy to middle childhood involves thought, perception, attention and language. With this complex processes involved, cognitive development is the most interesting aspect of the child's growth and development. To understand more of this phenomenon, the following questions are answered:

1. How does cognition develop from infancy through middle childhood?

Identify the theorist (s) associated with cognitive development? The development of cognition in infancy starts when the child becomes aware of his surroundings and begins to explore it. The process of exploration however entails the use of intellect which is a product of adaptation and organization. For the child to adjust to his environment, assimilation and accommodation has to take place. On the other hand, a child is said to have organized his thoughts when he systematically combines structural schemes that are accompanied with ideas and actions. According to the theory of Piaget, the development of the child's cognition undergoes different stages to include sensorimotor, preoperational, concrete, and period of formal operations. The child's cognition becomes refined in each stage thus the child has different reasoning ability as he grows older. For instance, at age two months, the child thoughts are symbolic in nature without thinking of the consequences of his actions, as he reaches the next stage, he can associate single and simple words with objects until he can be able to use numbers, size and can relate to time and eventually he knows to reason out.

2. What is a script (in relation to memory)? At what age to we typically begin to develop scripts? How might a script both support memory and interfere with memory? Scripts are sequences of actions relating to an event that may

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guide the future behavior of the child when presented with the same setting. Such sequences of events happen at the age of three to help the child to act the same way when confronted with the same situation through recall (Sigelman & Rider, 2006). Thus, a child who had been to McDonalds, supermarkets, and other establishments with the same setting learns behavior of falling in line, paying to the cashier, and getting the goods. Such behavior is repeated the same way when a child is confronted with the same setting. However, memory is altered when script presented to the child differs from the script he used to know thus tend to forget.

3. Explain the relationship of language to memory. Consider the development of language and explain how that might influence the development of the concept of the self? Memory is enhanced with language although not exactly the same way throughout childhood. For instance, presentation of series of pictures without the association of words or sound would be meaningless or not remembered by a child. But his recollection of such pictures would be better if names or associated sounds are attached. Children however cannot be able to understand words or sound without learning the language himself. The child has to learn first the phonology (sound), semantics (grammar), morphology (structure), and syntax (pattern) through listening and imitating. Language can influence development of self by providing the child the basic tool for communication to develop his confidence. Children can be able to communicate their ideas and thoughts to others.

4. What is theory of the mind? How does it develop? Does it influence social development? Theory of the mind is the knowledge that others have their own perception of things, beliefs, intentions, and desires which may serves as a guide to human behavior. Its development involves four processes namely joint attention,

pretend play, imitation and understanding emotion. The theory of the mind influences social development of the child by providing opportunities for the child to further explore things and people around him. For instance, a child tries to establish sociability by trying to involve others in his perception in the joint attention stage of the theory. This is when a child tries to point to an object and convinces others to look at the same object too. If others would associate new sounds and word to that object, the child will be aware that others have different perception from his. The child also tries to maintain sociability by joining pretend plays and tries to obey what others tell him to do without questions. The same holds true in imitation and understanding emotion where he sympathizes to playmates who cries and also show emotions.

5. How does moral development change from infancy through middle childhood? Kolberg explained the changes in moral development of the child from infancy to middle childhood with his theory where he mentioned that the child's moral formation starts from pre-convent stage, preceded with individualism, to conscience, conventional and finally to post conventional. When a child is subjected to punishments as a form of sanction to behavior not acceptable, at an early age the child learns that actions carry certain approval and disapproval and that behaviors with painful consequences are not to be carried on. However, some experts pointed out that the environment the child is exposed plays a role in the development of the child's morality. Works Cited Sigelman, C., & Rider E. (2006). Human Development. Thomson Wadsworth. Belmont.