Child Development and Pedagogy

Child Development

● Concept of Child Development and its Relationship with Learning ● Principle of the Development of Children ● Heredity and Environment ● Socialization Process ; Social World & Children (Teacher, Parents, Peers) ● Piaget, Kohlberg and Vygotsky ● Concepts of Child - Centered and Progressive Education ● Critical Perspective of the Construct of Intelligence ● Multidimensional Intelligence ● Language and Thought ● Gender as a Social Construct ● Individual Differences among learners ● Distinction between Assessment for Learning and Assessment of Learning ● Assessing Readiness Levels of Learners

Concept of Inclusive Education and Understanding Children with Special Needs

- Inclusive Education
- Personality
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Learning and Pedagogy

- How Children Think and Learn
- Process of Teaching and Learning
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- Right of Children to Free and Compulsory Education Act

1 Child Development

Concept of Child Development and its Relationship with Learning

Child development refers to the biological, psychological, emotional changes that occur in human beings between birth and the end of adolescence then through adulthood, as the individual progresses from dependency to increasing autonomy.

Meaning of Growth : In general, growth means the growth of different parts of human body and the ability of those parts to work. The physical growth effects our behaviour and vice versa. Thus growth means–body, shape and growth in weight. This includes growth of muscles also.

Herbert Sovenson has called physical growth as 'big and heavy'.

Meaning of Development : The word 'Development' indicates towards changes related to Growth and moves towards maturity. Due to Qualitative and Quantitative changes, men form and create changes. Thus development is a process of maturity. Physical growth depends mostly on physical development.

According to **Jersild, Telford** and **Sawrey,** "Development refers to the complex set of processes involved in the emergence of a mature functioning organism from fertilized ovum."

E. Hurlock said, "Development is not limited to growing layer. Instead it consists of a progressvie series of changes towards the goal of maturity."

E. Hurlock also said, due to development new abilities grow in a man.

Growth and Development : The terms growth and development are often used interchangeably. But in fact they are conceptually different. Growth refers to quantitative changes in size which include physical changes in height, weight, size, internal organs etc. We observe that as an individiual develops old features of his, like his body fat, hair and teeth etc. disappear. In their place, it comes various new features like facial hair etc. When maturity it comes, the second set of teeth and primary and secondary sex characteristics, etc. appear. Similar changes occur in all the aspects of personality.

Growth and Development can be understood as under :

Growth : During infancy and childhood, the body of a person steadily becomes larger, taller and heavier. It is growth. Thus, it is evident that growth involves changes in body proportions as well as in overall state and weight. The term growth, thus, indicates an increase in bodily dimensions.

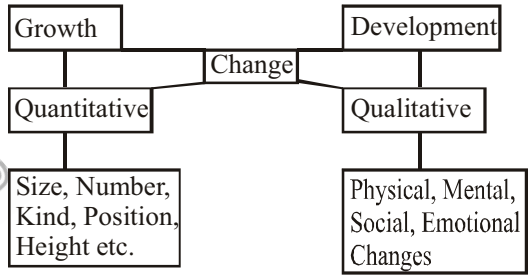
Development : Development refers to the various qualitative changes taking place simultaneously with quantitative changes of growth. Thus, development may be defined as a progressive series of orderly and coherent changes. To understand development these terms are to be explained :

(i) Progressive : The term Progressive denotes that changes are directional. They lead forward rather than backward.

(iii) Orderly and Coherent : These terms suggest that there is a definite relationship between the changes taking place and those that precede or will follow them.

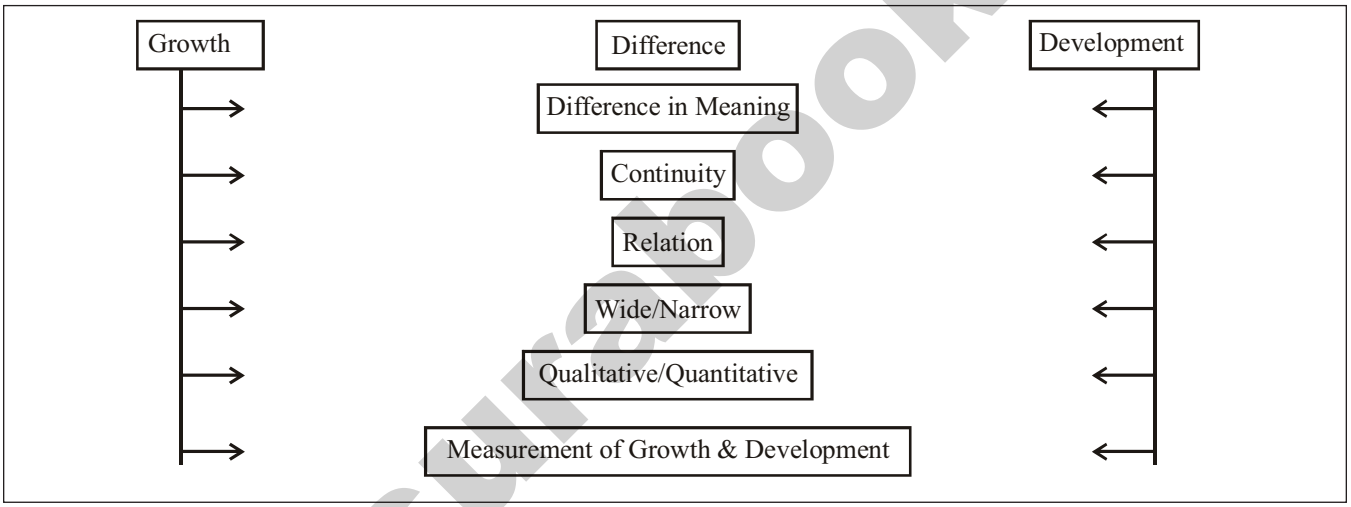
Thus, development represents changes in an organism from its origin to its death. It is the series of overall changes in an individual due to the emergence of modified structures and functions that are the outcome of the interactions and exchanges between the organism and its environment.

Pictorial Representation of Growth and Development



Difference between Growth and Development	
(1) The term growth is used in purely physical sense. It generally refers to an increase in size, length, height and weight. Changes in the quantitative aspects come into the domain of growth.	**(1)** Development implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the changes in the quality or character rather than in quantitative aspects.
(2) The changes produced by growth are the subject of measurement. They may be quantified and are observable in nature.	**(2)** Development, as said earlier, implies improvement in functioning and bebaviour and hence brings qualitative changes, which are difficult to be measured directly. They are assessed through keen observation in behavioural situations.

(3) Growth may or may not bring development. A child may grow (in terms of weight) by becoming fat but this growth may not bring any functional improvement (qualitative change) or development.	**(3)** Development is also possible without growth as we have seen in the cases of some children that they do not gain in terms of height, weight or size but they do experience functional improvement or development in physical, social, emotional or intellectual aspects.
(4) Growth is one of the parts of development process. In strict sence, development in its quantitative aspect is termed as growth.	**(4)** Development is a wider and comprehensive term. It refers to overall changes in individual. Growth is one of its parts.
(5) Growth may be referred to describe the changes, which take place in particular aspects of the body and behaviour of an organism.	**(5)** Development describes the changes in the organism as a whole and does not list the changes in parts.
(6) Growth does not continue throughout life. It stops when maturity has been attained.	**(6)** Development is a continuous process. It goes from womb to tomb. It does not end with the attainment of maturity. The changes, however small they may be, continue throughout the life span of an individual.

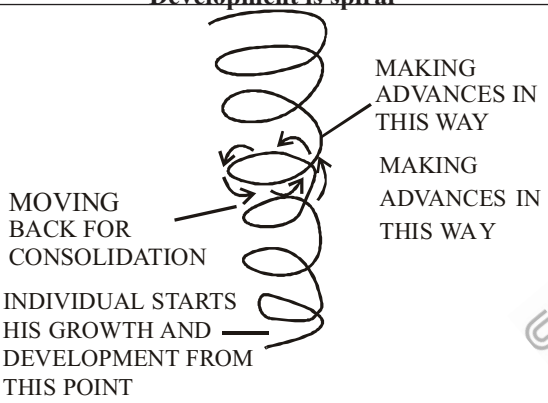


STAGES OF GROWTH AND DEVELOPMENT	
Name of Stages	**Period and Approximate Age**
(1) Pre-natal (pre-birth) stage	From conception of birth
(2) Stage of Infancy	From birth to two years
(3) Childhood stage	From 3 to 12 years or in strict sense up to the onset of puberty
(a) Early Childhood	From 3 to 5 years
(b) Later Childhood	From 6 to 12 years
(4) Adolescent stage	From the onset of puberty to the age of maturity (generally from 12 to 19 years)
(5) Adulthood	From 20 years and beyond or in strict sense from the age of attaining maturity till death

Developmental Tasks (Learning) of the Various Stages of Development

The Development period as we know in the human being ranges from birth to the attainment of maturity *i.e.* expiry of the adolescence period. The significant stages of development during this period may be named as stage of infancy, stage of childhood and stage of adolescence. Let us try to know about something about the nature of development tasks needed to be performed by the youngsters during the above mentioned three developmental stages of our life.

Development is spiral



Development Tasks of Infancy (up to 2 years)

- Learning to crawl, stand, walk, run, climb, jump, throw etc.
- Learning to drink and to take solid food
- Learning to talk
- Learning to acquire physiological stability
- Learning to control elimination of bodily wastes
- Learning to explore the physical environment surrounding him
- Learning to play with toys
- Learning to accomplish the skill of tricycling
- Learning to pay attention towards the things, persons and events
- Learning to recognize and identify the things and persons
- Forming simple concepts of social and physical reality
- Learning to recite the poems and stories
- Learning to imitate the behaviour and actions of others
- Learning to acquire almost all the positive and negative emotions in his behavioural expression
- Learning to shift his attention from the play material to his playing mates
- Learning to take interest in the company of his age-mates and other growing children
- Learning to relate oneself emotionally to parents, sibling and others

Development Tasks of Early Childhood (from 3 to 5 years)

- Learning to acquire competencies in the motor skills like walking, jumping, climbing, sliding, tricycling, hopping, galloping, skipping, throwing, bouncing and catching
- Learning to acquire simple basics in language skills like, speaking, listening, reading and writing
- Learning sex differences and sex modesty
- Learning to distinguish right and wrong and developing a conscience
- Learning to develop right concepts related to social and physical reality
- Learning to remain away from the parental authority and enjoy the companionship of other children
- Learning to give up his 'I' feeling and develop the 'we' feeling
- Learning to acquire the ability to sense similarities and dissimilarities and compare and contrast the things
- Learning to control over expression of emotions

Developmental Tasks of Later Childhood (from 6 to 12 years)

- Learning motor and physical skills necessary for playing different indoor and outdoor games
- Learning to get along with age-mates
- Learning appropriate sex roles
- Building wholesome aptitudes towards oneself as a growing organism
- Development of necessary skills in language and communication, computation, sketching and drawing etc.
- Development of various interests, attitudes, likings and dislinkings towards the things, persons and ideas
- Development of concrete and abstract concepts regarding things, persons, ideas and processes
- Development of conscience, morality and scale of values.
- Development of the capacity to reason, think and problem solving
- Development of the loyalty towards the group

Development Tasks of Adolescence (from 13 to 18 years)

- Development of abilities, motor and physical skills for playing difficult complex and hard indoor and outdoor games
- Development of abilities, motor and physical capacities for performing mental tasks and physical labour
- Development of mental and cognitive abilities to perform difficult mental tasks and operation
- Development of all types of concept - requiring concrete or abstract operation
- Learning to accept one's physique and satisfaction with one's appearance
- Learning to play a masculine or feminine role
- Learning to develop new relations with age-mates of both sexes
- Learning to acquire maturity in sex behaviour
- Development of a sense of one's own identity
- Development of a sense of one's identity
- Learning to gain the means and ways for economic independence
- Development of sentiments towards things, persons, places and values
- Learning to acquire civic sense, social responsibilities and ways of democratic living
- Learning to build a sense of belongingness to one's group, culture, community and nation
- Learning to adjust with a sense of self-sacrifice and martyrs-like feelings for the cause of soiety, religion, nation and humanity

- Gaining vocational awareness and getting ready for entering into higher academic or professional courses of study
- Gaining competencies and skills for meeting the needs of specific interests and aptitudes
- Striving to gain desired height on the mental, emotional and social maturity scales
- Preparing for playing the roles of a matured adult in future life

At the end we can say - Development is a gradual process and studies show that there are great individual variations between and within individuals, in the expressions of behaviour. With development, behaviour peaks out in different individuals at different age levels. Nevertheless, we can make some rough predictions of the crisis stages in development. From around eighteen months through three years of age we have the stage of negativism, a stage of resistance. Approximately at the age of six the child again shows his negative side; he is impulsive, compulsive, bossy and full of indecision. Experiences seem to come prematurely.

Principle of the Development of Children

General Principle of Development

The process of development is very wide, complex and continuous' thus some principles need to be followed to understand it. Some of these principles are as under :

1. Principle of Continuity : Development follows continuity. It goes from womb to tomb and never ceases. An individual starting his life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development in these various dimensions.

2. Principle of Uniform Pattern : The process of development has uniformity and few individual differences. But uniformity is in functions like development of language in children. The physical development is also in a uniform manner. This development starts from head. Thus the milk teeth falls first. Thus the development of similar species have a definite uniformity.

3. Principle of Individual Differences : Psychologists give due importance to the principle of individual differences. The process of development has been divided into different age-groups and as every age group has its specific features and have different behaviour; these differences cannot be ignored. Even twin-children have differences. Thus every individual has individual differences.

4. Principle of Integration : Where it is true that development proceeds from general to specific or from whole to parts, it is also seen that specific response or part movements are combined in the later process of learning or development. "Development", as **Kuppuswamy** (1971) observes, **"thus involves a movement from the whole to the parts and from the parts to the whole".** It is the integration of whole and its parts as well as of the specific and general responses that make a child develop satisfactorily in the various dimensions of his growth and development.

5. Principle of Interrelation : The growth and development in various dimensions like physical, mental, social etc. are inter-related and interdependent. Growth and development in any one dimension affect the growth and development of the child in other dimensions. For example, children with above average intelligence are generally found to possess above average physical and social development. The lack of growth in one dimension diminishes the bright possibility in other dimension. That is why, the child having poor physical development tend to regress in emotional, social and intellectual development.

6. Principle of Maturation and Learning : In the process of Growth and development, maturation and learning play an important role. In maturity growth and development get effected towards learning. Any child needs to be mature to do a work. Maturity also has different levels. These levels affect his learning process. For instance if a child is keen to learn something and lacks maturity then he will not be able to learn it.

7. Principle of Joint Product of Heredity and Environment : Child growth and development is the joint product of heredity and environment. Various examples have proved this fact. The effect of both of these cannot be sparated. Heredity is the foundation of the personality of a child.

8. Principle of Total Development : The physical development in human beings is as per time and side-by-side the different aspects of human personality also develops like social, physical, emotional, mental etc. All these aspects are dependent on each other and affect each other. Thus a teacher should take care of all the aspects of a child.

9. Principle of Development Direction : Growth and development have their own definite direction. In human body, first of all, head becomes of adult size and legs in the end. In the development of embryo, this principle is very clear. Thus development has different directions :

(i) Cephalocaudal Saquence : Human child grows from head to legs and not *vice versa.*

(ii) Proximodistal Sequence : This development starts from back have one and then external Promixodistal sequance starts. Thus we can say that at embryo stage, firstly head develops, then lower portion of the body. Similarly firstly spinal cord develops, then heart, chest etc.

(iii) Structure Precedes Functions : Firstly all the body parts develop then they are used, but before that their muscles should develop.

10. Development Proceeds From General to Specific Responses : In all phases of child's development, general activity precedes specific activity. His responses are of a general sort before they become specific. For example, the boy waves his arms in general, random movements before he is capable of so specific a response as reaching. Similarly, when a new born infant cries, the whole of the body is involved. With growth, the crying is limited to the vocal cords, eyes etc. In language development, the child learns general words before specific. He uses the word daddy in greeting many men and it is only afterward that he uses it for his father.

11. Principle of Cumulation and Recapitulation : Development is net average of experiences and is not based on one experience. Development is also recapitulation that experiences are used again and again. For instance, the 'self-love' in childhood is also present in teenage.

12. Principle of Predicability of Development : Research has made it clear that it is possible to predict development. For example, the interests, dislikings, growth of a child.

13. Priciple of Outer Control to Inner Control : Small children depend on others for values and principles. When they grow up they develop their own value system, conscious, inner control and outer control.

Thus we see that the knowledge of principles helps us to understand the process of development in a better way. These principles are not ultimate, they are some generalizations which help a teacher to understand direction and help in understanding the level of development among children.

Baldwin has surveyed the current theories of child development and has concluded that scientific theories are useful to both scientist and laymen in providing ways or thinking about behaviour.

A theory is intended to provide an explanation for something. A useful theory attempts to explain some unknown phenomenon in terms of concepts with which we are already familiar.

There are three theories of child development, detailed as under :

Field Theory : This theory holds that all parts of the psychological environment influence the individual's behaviour, and it can be compared to field and how which is concerned with electromagnetic fields and how they change. Behaviour, it says, is shaped not by simple cause-effect chains, but by forces which make up the entire field. Something in the environment may not influence me if I have no idea that it is hostile to me, my behaviour may be influenced by this belief, whether or not he actually is hostile. The person separated from his goal acts in order to reach his goal. In other words, there are psychological forces at work on the person that have a certain strength and a certain direction - forces that can be either positive, attracting behaviour in a certain direction, or negative, repelling us. The strength of a force toward or away from us is increased or decreased with distance. A cookie easily seen and close to little Ted motivates him to take it more readily than if it is in a jar high up on a shelf. Little Ken will show more fear of some animal if it is nearby. However, we tend also to react in terms of a total situation which we know well. A person planning to mail a letter does not always head toward the nearest mailbox. He may go about his regualar business until he comes across a mail box, at which time this mallbox becomes a positive force affecting his behaviour.

As the child grows older, he exhibits a greater variety of behaviour. Some activities drop out, but he learns more of a range of emotional expressions and social responses : his needs, expand and his interests and knowledge take on more variations. The space of free movement expands with growth and realism begins to take over. With development we learn the difference between "how things are" and "how we wish they were".

Cognitive Theory : Piaget divides the child's development into four main periods. First is the sensorymotor period of the first two years, where the child is acquiring skills and learning to integrate information from his different senses. He sees the world as a permanent place, not one whose existence depends upon his preceiving it. He can experiment with things about him and deliberately vary his action But the child gets into trouble in this first stage because of a lack of understanding corresponding to his behaviour.

Following the period of infancy, the yerars of two to seven build a conceptual scheme, which becomes organized and properational. During this period, the child oversimplifies his thinking. For the four-year old, when the red light on the stove goes out, dinner is ready. His understandings are often not logical, yet in free play he may be most sensible. From two to four the child is egocentric, unable to see the point of view of others; from four to seven he sees things in better relationships and is able to put them into categories (boys, animals, friends).

Form seven to eleven comes the third period, that of concrete operations, where the child organizes things well and thought processes are stable and reasonable. He can arrange objects in order of size and fit new ones into the series. He understands that the number of objects in a group is not changed by purely spatial rearrangement. He has acquired a conception of time, space, number and logic; but he cannot yet grasp concept's like volume.

The fourth period, that of formal operations, comes in early adolescence. At this point the child can understand the basic principles of casual thinking and scientific experimentation. He has a fundamental grasp of logical thought.

Stimulus-Response Theory : The basic elements of a stimulus-response theory include the assumption that most human behaviour is leaned, and that his is done piecemeal rather than all at once. When two different stimuli appear together repeatedly, the responses to one of them are gradually transferred to the other. If a response to a stimulus is followed by reinforcement, this reward increases the probability of

the response to that simulus. Over time the person builds up habits of behaving and of thinking. Stimulus-response theory also contains a frustration-aggression hypothesis which says, in effect, that the stronger the frustration the more likely the aggression; the greater the interference with a frustrated response, the stronger the instigation to agrression.

Stimulus-response theory also relates to social learning. The child is dependent, and hence we have the beginnings of socialization where there is a gradual taming of aggression into a socially acceptable form. Individuals grow up differently depending upon their particular experinces : some city-bred children may be surprised to find that real sheep do not have wheels.

Factors Affecting Growth and Development

- Heredity
- Gender
- Diseases & Injuries
- Nutrition
- Intelligence (IQ)
- Family situation
- Emotions
- Healthy living Environment
- Culture

Educational Process of Different Developmental Stages

Infancy period

1. Fast Development
2. Depending of Parents
3. Self-Assertion
4. Selfish and Unsocial
5. Emotionally Unstable
6. Development of Rote Memory
7. Fast Learning Process
8. Copying Tendency
9. Time Concept not Developed
10. Development of Curiosity
11. Development of Imagination
12. Playing Habits
13. Tendency of Repeating
14. Lack of Morality
15. Feeling of Self-Attachment
16. Basic Instincts as basis of Behaviour

Education in Infancy

1. Presenting good examples
2. Education starts with births
3. Education through activities
4. Don't give wrong notion to child about his merit
5. Learning of social etiquitte
6. Care about dress, food and sleeping habits
7. Child's mind very active
8. Precautions regarding praise and punishment
9. No shift in responsibility
10. Importance of mother tongue
11. Aesthetic sense
12. Children are critic of parents
13. Friends
14. Curiosity

Childhood

1. Slow physical Growth
2. Physical Activities
3. Power of Questioning and Answering
4. Understanding and Thinking Power
5. Mental Stability
6. Complete development of Audio and Visuals Sense
7. Increase in Vocabulary
8. Development of Interests
9. Change in Social Behaviour
10. Development of Construction Instinct
11. Love for Exploring and Wandering
12. Sex Instinct
13. Formation of Concept of Right and Wrong
14. Development of Morality
15. Imagination and Memory
16. Sincere for Friends
17. Feeling of Bravery, Self-Exhibition and Leadership
18. Separation of Male-Females
19. Interest in Acting and Collection
20. Some other Characteristics

Education in Childhood

1. Be Careful about the Behaviour of Children
2. Development of tendencies
3. Teaching of social sciences
4. Mental exercise
5. Development of writing power
6. Co-curricular activities
7. More participation
8. Selection of subjects
9. Teaching methods
10. Interesting subject-matter
11. Development of attributes
12. Opportunities for expressing emotions
13. Teacher and Ideals

Aspects of Areas of Development

At each stage, development takes place in various areas simultaneously. Development in thise areas during different stages is discussed under the following aspects.

Physical : Physical development is about the physique *i.e.* their height and weight.

Motor : Motor development is about the muscular development and their co-ordination.

Cognitive : Congnitive development is about mental growth and intellectual development.

Language : Language development is about the way children learn the language, the age at which they acquire different components of language.

Personality Development : It is about the total development of a personality.

Psychosocial : Psychological development is about the cultural and societal influences on personality.

Emotional : Emotional development is about different emotions at various stages and how they grow over a period of time.

Moral : It deals with what is right and what is wrong at the age at which this knowlege is acquired and with the rules of punishment and justice. Development of conscience and values also come under the realm of moral development.

Vocational : It deals with the choices about career and who they develop and are pursued in life.

Heredity and Environment

An Introduction

The development of a human is based on various factors, two of which are most defining for an individual – Heredity & Environment. These 2 parameters define how we grow and how we turn out to be. A debate on the importance of Heredity & Environment is often conducted and is very prominent.

Over time the studies have shown that we are part & parcel of the combination of both these. It is also often debated that which factor influences more.

Heredity is the science where we study the impacts of genetic factors on our behavior and development. How they are transmitted from one generation to another and how they impact the human.

While Environment includes every other thing except the heredity factors. An environment is constituted by the factors present on the surrounding in which an individual is growing up. The peer group, education are also factored in the environmental factors. There are certain laws under Heredity by which the behavior and the attitude of an individual are formed.

Laws of Heredity - A Brief Description

There are a total of 3 laws that define the heredity and its implications:

Law of Similarity

In this law, the offsprings are an exact replica of their parents. Children of intelligent parents are born intelligent while the child of a dull parent of born dull. In this case, the offspring products are hugely similar to their previous generations.

Law of Variations

Under this law, the offsprings are genetically varied from their parents. It has no guarantee that all the advancements of the parents are being transferred into their children. This all depends upon the genes transfer from parents to their children.

Law of Regressions

It is often observed that children are the exact opposite of their parents' nature and behavior. This is categorized under the law of regression. This factor again is based on the genetic transfer from parents to their offsprings. The genes of commonality do not lapse and have a chance of being transferred in future generations.

There are certain principles that are derived for the influence of Heredity.

Principles of Heredity

Law of Continuity of Germplasms

This principle indicates that any temporary deformity in the living being does not affect the upcoming generations. This experiment was performed on 25 generations of the mouse where their tail was cut but every time the next generation was born with a tail. This showed that germ cells are not impacted by the environment. While somatic cells are transferred to the next generations, the germ cells are not transferred.

Theory of Mendal

Johann Gregor Mendall said that nature always maintains a balance. If a certain feature is not visible in the offsprings of a couple, that does not mean it is lost. Those genes are still alive and may show their impact on future generations.

Theory of Galton's Biometric

Galton suggested that not all the specifications of an individual are received from the parents to an individual but also many times they are being inherited by the ancestors. This theory included qualities being transferred from grandfather/ grandmother or paternal grandfathers/grandmothers.

Theory of Darwin

Darwin suggests that often the changes on the future generations is because of the changes that are being observed in the environments and that impacts an individual and his personality. Often these picked up habits are transferred to the coming generations.

Environment - Types & Effect

The environment is an external factor that affects us present in our surroundings. Apart from genetic factors,

environmental factors also play a major role in the natural formation of an individual.

Types of Environment

Ther are basically 2 types of environment: Internal Environment & External Environment.

The external environment is further divided into 2 types namely: Physical environment (air, trees, animals, etc.) and Social environment (peer group, unknown people, etc.).

Effects of Environment

Effects of an environment can be discussed on various factors:

- Body
- Mental Ability
- Thought Process
- Individual Personality
- Species

Important of Heredity & Environment

- Awareness of a Child's Heredity & Environment is important for teachers to understand their students.
- A balanced development for a child.
- It helps the teacher to provide a better learning environment in the school.
- It helps the teacher to know the principle of individual differences and arrange the educational experience accordingly.
- It helps the teacher to study the behavior of the children in different situations.

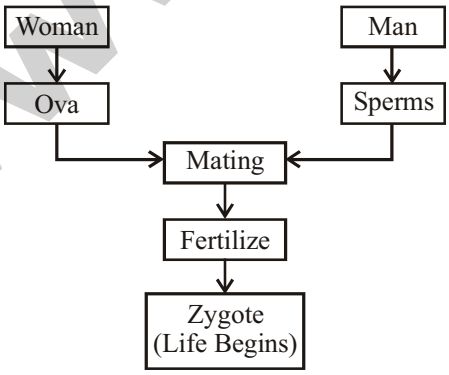
Heredity

Heredity means–like parents, like children. From this angle if parents are intelligent then children will also be intelligent. Thus a dog gives birth to a dog, human being. This is called narrow concept of heredity and 'like parrents, like children' concept is a broader term.

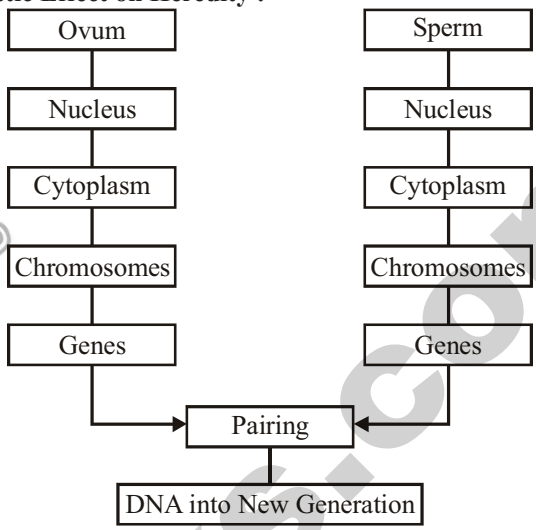
According to **Woodworth,** "Heredity covers all the factors that are present in the individual when he began life not at birth but at the time of conception about nine months before birth."

Petersons said, "Heredity may be defined as what one gets from his ancestral stock through his parents."

PROCESS OF HEREDITY



Genetic Effect on Heredity :



Environment

Anastas said, "The Enviroment is everything that affects the individual except the genes."

Woodworth and **Marquis** said, "Environment cover all the outside factors that acted on the individual since he began life."

Can We Separate Heredity and Environment?

So far our concern has been with heredity. This does not mean that to know what your heredity is but to know what you are. That is only part of the truth. To come closer to understanding the whole truth, we have to examine your environment.

Heredity and environment are generally spoken of as two separate influences on an individual's development, but in fact, they are interwined in fascinating and often confusing ways. In ordinary conversation, for example, we tend to speak as though heredity referred to the traits, the abilities, and the potential that a baby possesses from the moment it is born. We tend to speak as though environment were the surroundings-the home, the family, the neighbourhood, the school, the world - that an individual encounters after the moment of birth.

When does Heredity Stop and Enviroment Start?

Actually, of course, heredity is determined, not at the moment of birth, but from the moment an egg is fertilized and becomes a zygote. Most of us tend to overlook the further fact that this zygote (which develops into an embryo, a fetus, and then a baby) is immersed in an environment for nine months before it is born. Yet we must register this truth and we must think about it. For the mother's utrus (the environment of the developing fetus) can have profound effects on the baby that is eventually born.

Drug, disease, nutrition, smoking-the effect of all of these on the unborn baby have been too long ignored. More and more about these effects is coming to be known. All doctors and most mothers know by new, for example, that if a woman has German measles around the third month of her pregancy, she has a strong chance of bearing a defective baby.

Some antibotics, when taken by a pregnant woman, can have lasting effects on the organism developing within her. Tragic results (such as the deformed "Thalidomide" babies) have alerted us all to the danger of ignoring the fact that the mother's body is the unborn child's environment.

More research will increase our knowledge on this subject. It will have the practical result of helping us to avoid or to treat conditions that are harmful to the developing baby. We already know that during the forty weeks of preganancy, the uterus is a relevant environment, and the way the baby develops reflects this pre-birth environment. For, after all, no zygote grows and develops into a baby in a vacuum.

Here is something else we have to think about. We know that the drugs pregnant woman takes, and the food she eats, and the medical care she recieved all create different environments for the developing fetus in the mother's uterus, and that they therefore affect the development of the baby she will deliver. But the drug the pregnant woman takes and the food she eats, and the medical care the receives differ from one society to another. They differ even from one group (the advantaged) to another (the disadvantaged) within a single society. This strongly suggests that those environmental differences which are due to the socio-economic difference among people begin even before birth. In this way economics and politics intrude themselves on the unborn child.

How do Environment and heredity Work Together?

People have long been fascinated by this question. Social philosophers, psychologists, and other biological scientists have found it of special interest. During the early years of this century, they discussed it heatedly, referring to it sometimes as the "nature versus nurture" problem and sometimes as the "heredity versus environment" controversy. It has, of course, never been completely settled, but debate about is subsided as the general public, along with scientists, became aware that heredity and environment both play their role throughout all of life.

Heredity and environment-always interacting with one another - both contribute to the development of an individual. This means, of course, that both contribute to the difference between one living being and another. So basic is this that we will point out, again and again, how both heredity and environment influence the development of personality, the level of mental ability, the incidence of schizophrenia (a common form of mental illness), as well as such abilities as musical talent or manual skill.

Laws of Heredity : There are some laws of heredity, whose study is necessary. The laws have boon propounded by **Mendal** after various experiments. These laws are as under :

(i) Like Begets Like : This law states that as the parents so are the children, like intelligent parents have intelligent children and vice versa. But we cannot generalize this law. Sometimes beautiful parents have ugly children.

(ii) Law of Variation : Sometimes children are not the true copy of their parents. They are many diversities. The reason is being difference in the combination of the genes of the parents. Man's genes decides their features. This does not mean that 1st and 2nd law are contrary to each other.

(iii) Law of Regression : Sorenson explained the meaning of the word Regression that "sharp minded parents may have less sharp minded children. This is called regression."

Therefore, this is necessary for the teacher to know about the nature and level of the students and also about his heredity level and thus he should frame his teaching methods.

Importance of Heredity

(1) As a consequence of heredity, a person has different features; which become obvous with the process of development. On the basis of these differences, a teachers can plan his teaching.

(2) Heredity tells about the in-born abilities of a child which helps teacher while making a teaching plan.

(3) Heredity tells about the difference in learning process.

(4) Heredity makes sexual differences between boy and a girl.

(5) Heredity creates physical differences.

Importance of Environment

(1) Environment guides in the development process of a child.

(2) A teacher can understand the environment and then can create such an environment which makes expression possible.

(3) Teacher can create cultural environment so that students follow the ideals.

(4) Teacher can create an environment according to the interests, instincts and capabilities of the students.

(5) A student spends his maximum time in family, neighbourhood and playground. Teacher can give attention to environment and can guide the students.

(6) Students, emotions also affect the environment of the school. After controlling the environment controlled emotions can be created among the students.

(7) Importance or Need of Heredity and Environment for a Teacher or in the Child's Education or Role of a Teacher

Role of Teacher : Heredity and Environment have great role in education. Thus teacher should have knowledge about these two. Their importance is as under :

(i) Teacher can create conductive environment in the school so that students can learn efficiently. There should be a library, co-curricular activities, direction in studies, laboratories, playgrounds, class rooms etc.

(ii) Their knowledge can be attained in conducive social environment. Thus parents and teachers should help in this direction.

(iii) Modern education is child-centred. Thus children need educational, professional and individual guidance. This knowledge about heredity and environment is very necessary.

(iv) To understand the individual differences in psychological children, knowledge about heredity and environment is very essential.

(v) In the class room teacher too can guide students about growth and development, but he can do so only when he has knowledge about heredity and environment.

(vi) Parents help is also needed to make family environment conductive because informal education begins from home.

Socialization Process ; Social World & Children (Teacher, Parents, Peers)

Social Development

Like the adolescent and the adult, the child soon develops his heroes as well as his villains. Identification is important to the development of good social adjustment. A person must learn to discover who he is and what he believes in before he can relate successfully to the society in which he lives. In order to establish his identity, the child must first recognize himself as a member of his own species. As adults we sometimes overlook this very elementary point, we may even be surprised when we find that studies show that a dog raised with cats behaves as though he believes himself to be a cat. Much of the variation in behaviour seen both between and within cultures is due to the process of socialization. The ego is created by socialization, enhanced perhaps by certain biological characteristics. This is seen in the development of masculine and faminine behaviour characteristics. These social roles may even be reversed in certain primitive societies. Studies of the culturally privileged and of the deprived show that for the child the family is the most important agent of socialization. Social norms are established by local sub-cultures and the group sanctions what is and is not accepted. The child learns this gradually, He learns to conform to norms not only to avoid punishment, but also to gain approval and recognition.

If a child enjoys stable relationship during his first two years, he is then ready to identify with adults. *Imitation* becomes stronger at three and beyond. There is a distinction between identification and limitation, since a child may imitate someone without any strong idenfification or emotional link. Identification is the attempt by the child to imitate aspects of a model's behaviour; he desires to be like the model in some respect.

Each human being develops his own concept of self, but he does so slowly. He learns "I" by the age of two and by three he has discovered that "You" are a person with feelings and rights also. Around the age of four, he begins to see himself in prespective as part of a larger group. If the child learns to accept himself, he learns to accept others. this psychosocial development goes in infancy from dependency to trust; by four, the child has learned to cooperate, has developed some self-control and also some doubt. The next two years can be called the play years, they bring out initative.

Toward Feelings Security

Let us make seven specific suggestion for parents trying to bring about a sense of security in their infant :

(1) The child must know that he is surrounded by love; he learns trust as his bodily needs are attended to. Understanding affection comes through constructive effort, not by a smothering blind devotion. Small babies can become crying tyrants if their smallest whims are humored. Mothers soon learn to differentiate between cries that need attention and those that can be ignored.

(2) In a mother approaches an activity - feeding, bathing, or whatever - with the attitude that it needs to be done and she's going to do it, the child responds accordingly. If a mother acts as if trouble is expected, she will probably get it.

(3) It is suggested that if the crawling baby can be corrected when he is off limits he will feel more secure knowing the rules. This relates to routine, which should be established early. babies and parents alike will feel more comfortable on a routine.

(4) A baby's urge to explore should be encouraged, for this help establish guidelines as to what must be restricted, and here problem solving on the part of the infant begins. Reaching for a toy outside the bars of a playpen can bring on frustration if he fails, but it can involve psychological reward if he succeeds. This is a lesson that needs to be learned early.

(5) Any baby after a few months old get used to seeing other people, if only to watch them. This will make it easier to leave him with a babysitter.

(6) Although it is true that some infants are "active" and others are "placid," much of their personality development comes by parental handling. Babies seem to sense when mothers are tense and unsure, *and will respond accordingly.* Gradually it seems, infants reflect the climate of their care.

Socilization Process in Childhood

The development of skill in locomotion for the most part takes care of itself and needs little more attention than in providing for the child's safety. This makes it easier to pay more attention to his other development.

The Intellectual Level. On the intellectual level, the activities begun with the infant are expanded and made more complex with the preschooler. The child should have study books as soon as he is willing to sit and look at them. And the parent can help by explaining to him what he sees. This also provides for the growth of language; it develops a positive

attitude toward books and reading and helps provide close personal relationship with grown-ups in the family. Since adults take for granted almost everything that intrigues the child, helping with intellectual growth can renew our own curiosity. And, of course, as the parent sees the two or three-year-old begin to recognize signs along the highways or brand trademarks on TV, he is offered topics for stimulating further growth.

The child can be guided to organize his thinking in a manner appropriate to his age. This comes by making suggestions for different ways of looking at *a* problem, whether a two-year-old is trying to build a block tower or a five-year-old has weighty kindergarten troubles. There are six general guidelines for the development of the child's problem-solving ability :

1. Let the child work on just one big problem at a time. Two or three problems can become confusing to him.
2. Being patient allows time for trial and error.
3. Try not to judge a child's accomplishments by adult standards, and expect a degree of regression from time to time.
4. Learn when to stop solving problems for the baby. This encourages him to work on his own.
5. Parents may find it helpful to study their own problem-solving behaviour. This will help to guide the child through the step-by-step sequences.
6. Encourage imagination. Sometimes it may get out of hand, but not for long; it is in imagination that creativity has its beginnings.

Education and Socialization

Education is a social process, which prepares individuals to lead a meaningful and dignified life. Together with other social forces it plays an important role in shaping the structure of society. Through education society imparts its knowledge, skill, values and behavioural patterns to its younger generations. Thereby ensuring self preservation and continuity. In this sense education is a process of socialization. At the same time changes in society mould the education system itself and it acquires complexity. Education in this sense is a process, which prepares the members of the society to adapt to the constantly changing conditions of a society.

Two important statements emerge from the above discussion:

a) Education is a social process, and

b) Education is a process of socialization.

Education is a Social Process

i) Education occurs in a society and therefore influenced by the society in which it takes place.

ii) The social milieu itself educates.

iii) School is one of the important social institutions that educate. Its role is influenced by that of others.

iv) Education has a social role and is involved in moulding the future society.

Education is a process of socialization implies:

i) Education takes place through social interaction.

ii) It is much more than mere instruction.

iii) People receive a certain degree of education even if they never enter a school.

iv) Formal education is socialization with a deliberate purpose and in a desired direction.

AGENCIES OF SOCIALIZATION

Family

The family is the smallest unit of society and represents it in all respects. It is the locus of early socialization or the internalization of basic values of culture because the child is most plastic and exposed for longest in dependent relationship with parents. The basic requirements involved in walking, talking, playing with other children, eating, toilet training and generally dealing with adults are learned in an informal way. The family is also the source of internalization of the basic cultural vocabulary of the child.

The learning of roles in the family takes place with affective orientation of the parents towards the child. Parents and siblings as role models invoke less anxiety because the family situation offers security to the child.

In primitive society family used to be the chief seat not only of socialization but also of education. Learning of roles was hereditary, and the household being also the place of work, all arts, skills and crafts were learnt under the guidance of the elder kinsmen. The stability of occupational roles, lack of social mobility and kin bound relations of work and trade made the education system of peasant society homogenous and static and the process of socialization simple and smooth.

With the growth of an industrial society the established order of peasant society is broken. The family structure also changes and its size becomes smaller with a predominance of nuclear and neo local types. The chief mechanism of socialization such as learning, adjustment etc., becomes more complex as a number of opposite standards of values of morality and of patterns of life prevail in the same community, some times even in the same family. The role of the family in the socialization process and education is now taken over more and more by other agencies, mainly the school.

Peer Group

Children like to play and move about in group of their age peers. This group life is very important for them and has considerable influence on the development of their self-concepts. Being in a group gives them confidence and a sense of security. Being accepted by a group builds up their self-confidence.

Particularly those who are popular learn to think positively of themselves. In playing together children learn to cooperate. They learn to adjust their needs and desires to the behaviour of peers. In a very real sense the child begins to develop a sense of self as distinct from the family.

As the child develops a social self he/she also learns to participate in the cultural norms and practices of childhood. He or she learns many things from slightly older members of the child peer group. For example, the specific rules of many childhood street games are learned, not from adults who still might remember them, but from older children. The same can be said for many rhymes, myths, tales etc. Thus, peer influences begin before school intrudes and continues with varying degrees of importance for the rest of life.

The norms, values and expectation of the peer goups of late childhood and adolescence tend to compete or even conflict with those of the family. Behaviours that are deemed proper within the family are at times incompatible with those expected by the peer group of adolescents like shops lifting or experimenting with drugs.

School

In modern industrial society the school system has emerged as one of the most potent agencies of socialization. Schools offer two contexts for the students. The first is the formal context of the classroom, wherein the context of socialization is decided by the prescribed curriculum. The second context is informal and can be perceived in the interpersonal relationship of students with teachers and those among the students.

Talcott Parsons (1959) in his essay the 'School Class as a Social System' argues that school as a social system performs four important functions simultaneously.

i) Emancipation of the child from family.

ii) Internalization of social values and norms, at a higher level than as available in the family.

iii) Differentiation of the school class in term of actual achievement.

iv) The selection and allocation of human resources into the adult role system.

By going through this process the child acquires the values of industrial society like achievement orientation, discipline, liberalism and rationality.

By and large socialization and elementary formal education in India have been consistent processes in regard to the basic value, because at the family and school level, the dominant orientation in socialization remains authoritarian. But at the level of college and the university, students suddenly experience a new freedom and responsibility. They find it difficult to cope with it since the dependency feeling due to early authoritarian socialization in the family and school still remains stronger. The result is recurrent mass behaviour and lack of self-consciousness in Indian students.

Mass Media

In modern society the means of mass communication such as television, radio, cinema, newspaper, books and audio-video cassettes have become an integral part of life. They play a very important role in the socialization process of their viewers, readers and listeners. These mass media, especially the television and radio, simultaneously convey same message to nation wide audience. Therefore, its impact on the process of socialization assumes greater significance.

The most important thing about mass media is the message that is conveyed or images that are projected. For example in the context of gender and socialization one can examine the image of female portrayed by mass media or in the context of the rural population one can examine the relevance of the programmes for the villagers, which is made for the consumption of urban middle class. Another important aspect of mass media, especially television and radio, is that they generally express official values or message.

Television has some effect on another agency of socialization i.e. home because it is generally viewed at home together with parents and siblings. It can propagate values in contradiction to those championed by particular family or community. Parents respond to this in several ways such as strict control of viewing and not allowing to watch certain programmes. However, the child's peers in neighbourhood or in the school influence him by discussing specific serials or programmes.

Though there is no rigorous scientific study available on how much the average child learns from television, its impact is considered important. Bringing the whole world into home for several hours everyday has created a childhood environment of sight and sounds never before experienced in the history of mankind.

Piaget, Kohlberg and Vygotsky

Jean Piaget

Jean Piaget was a developmental psychologist who was born in Switzerland in 1896. Piaget, is famous for his theories of child development, particularly his theory of cognitive development. He proposed a stage theory of development, which linked the interaction between cognitive and biological development in children.

Piaget's Theory : Four Periods of Cognitive Development

The Sensorimotor Period : Birth to Two Years

Stage one : first moth of life

- reflexes;
- random uncoordinated movements.

Stage two : age 1 to 4 months
- cause and effect is discovered.

Stage three : 4 to 8 months aware of having influence with environment.

Stage four : age 8 to 12 months
- idea of "permanence" and future is discovered;
- experimentation begins,-
- independence and independent goal setting begin.

Stage five : age 12 to 18 months
- imitation begins;
- experimentation accelerates.

Stage six : age 18 to 24 months
- memory and thought begin;
- problem solving begins;
- independence develops into sense of self as individual.

The Preoperational period : Two to Seven Years
- Imaginative thinking begins.
- Imaginative and egocentric logic begin.
- Vocabulary develops from 200 to 2000 words.
- Literal and limited interpretation of language develops and becomes more sophisticated through constant questioning.

The Concrete Operational Period : Seven to Eleven Years
- Understanding of conservation and reversibility begins.
- Understanding of sets begins.
- Decentration is used in reasoning.
- Imagination is replaced with addicition to literal fact.
- Experimentation is replaced with a desire for simplicity, rules, and order.
- Visual problems are solved better than verbal problems.

Formal Operations : Eleven to Sixteen Years
- Ability to think abstractly develops.
- Formal logic is used scientifically.
- Ability for introspection develops.
- Assumption of adult roles begins.
- Awareness of and concern about society and one's role in it begin.
- Physilogical changes accompanied by self-consiousness occur.
- Physical maturation is complete and final socialization now depends primarily on environmental factors.

Piaget's Views on Moral Development

Piaget (1932) used the interview method to find out the various stages of moral development of the child. According to him, there are four stages of child's moral development—

1. **Anomy :** The first five years.
2. **Heteronomy :** Authority (5-8 years)
3. **Heteronomy :** Reciprocity (9-13 years)
4. **Autonomy :** Adolescence (13-18 years)

Each stage of moral development is discussed as under :

1. Anomy (The first five years) : This is the stage without law. At this stage, the behaviour of the child is neither moral nor immoral but is non-moral or amoral. His behaviour is not guided by moral standard. The regulators of behaviour are pain and pleasure not immorality or immorality.

2. Heteronomy-Authority (5-8 years) : Moral Development at this stage is controlled by external authority. Rewards and punishments are the two things that regulate moral development.

3. Heteronomy-Reciprocity (9-13 years) : At this stage, there is the morality of co-operation with peers or equals.

4. Autonomy-Adolescence (13-18 years) : This Stage is called the equity stage also. While reciprocity demands strict equality, autonomy demands equaity. The `he' individual at this stage is fully responsible for his behaviour.

Lawrence Kohlberg

Lawrence Kohlberg was an American developmental psychologist born in 1927 whose primary focus was on how children develop a sense of morality. The theories of Kohlberg are based on those of Piaget, although their theories and approaches differ as well.

Kohlberg focussed his attention on the development of moral judgement in children. He treated the child as a moral philosopher. Kohlberg investigated how children and adults reason about rules that govern their behaviour in certain situations. He secured their responses to a series of structured situations or moral dilemmas.

Kohlberg's Stages of Moral Reasoning

Kohlberg opined that people progress through three levels (comprising six stages) as they develop abilities of moral reasoning.

Kohlberg's Stages of Moral Growth : The three stages are as under—

(i) Pre-Conventional Level : This level of moral reasoning includes the roles set down by others and the children follow them. There are two stages of this level as under :

(a) Stage One -Punishment and Obedience Orientation : At the first stage physical consequences of an action determine whether it is good or bad.

(b) Stage Two - Instrumental relativist orientation : At this stage what's right satisfies one's own needs and occasionally the needs of others.

(ii) Conventional Level : At this level the individual adopts rules. Sometimes, he subordinates his own needs to the needs of the group.

(c) Stage Three-Good Boy-Good Girl Orientation: Good behaviour is what pleases others and is approved by them.

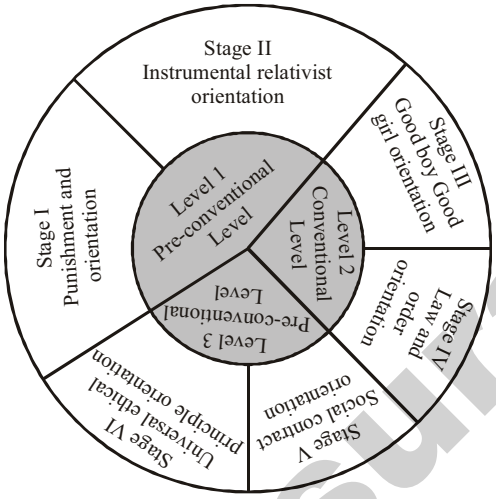
(d) **Stage Four :** Law and order orientation. Law and order orientation means performing one's own duty properly and showing respect for authority.

(iii) **Post-Conventional Level :** At this level people define their own values in terms of ethical principles they have chosen to follow :

(e) **Stage Five - Social Contract Orientation :** What's right is defined in terms of both the general individual rights and in terms of the standards that have been agreed upon by the whole society.

(f) **Stage Six - Universal Ethical Principle Orientation:** What's right is defined by the decision of the conscience according to the self-chosen ethical principles.

At this stage, children's needs and desires become important, yet they are aware or take care of the interests of other people. In a nutshell it can be said that, they consider the interests of others when they make moral judgements.



Kohlberg's Stages Moral Growth Source, Adapted from Kohlberg 1969

Lev S. Vygotsky

Lev Semyonovich Vygotsky was a psychologist born in Russia in 1896. Vygotsky was most famous for his theory of socio-cultural development and believed that development occurs primarily through interaction with one's culture. Both theorists offered major contributions to the areas of developmental psychology as it applies to education.

- Culture is the prime determinant of cognitive development.
- Learning leads to cognitive development.

The Social Formation of Mind

Vygotsky believed that individual development could not be understood without reference to the social and cutural context within which such development is embedded.

Mind Evolution is Continuous : Unlike Piaget or Brunce, Vygotsky focused on the mechanism of the development, excluding distinguishable development stages.

Vygotsky's Theoretical Assumptions : He rejected the idea that a single abstract principle, such as equilibration, can explain cognitive development. He offered an alternative to Piaget's constructionism.

Piaget : Mind models the external world. Human beings make sense of their world by means of their mental structures.

Vygotsky : External world models the mind. Knowledge is internalization of social activity.

Mediation

Mediation means human beings purposefully interpose tools between them and their environment, in order to modify it and obtain certain benefits.

Example - Farmers plough the earth to acquire better crops.

Mediation is central concept in Vygotsky's view of cognitive development. It offers a complementary perspective to the behaviourist view.

He states that by using activity mediators, the human being is able to modify the environment, and this is her way of interacting with the nature.

- Two phenomena marked the mediated relationship of humans with their environment.
- The use of tools within social organized activity.
- The use of language as a cultural form of mediation.

Mediation Intelligence Higher mental processes

How people convert social relations into Psychological function ?

They use different types of language (signs) as mediators between their minds and their environment.

Higher Mental Processes Symbolic Mediation : When a child tries to grasp on object, and parents interpret this gesture as a pointing out to the object, they give her the object. She internalized the gesture as a way of acquiring the mental representation of this behaviour becomes more abstract. An interpersonal relation between child and parents become intrapersonal (child's representation of acquiring objects).

Decontextualization : The use of abstract language is the most important sign-mediated behaviour that occurs during cognitive development. It appears as the detachment from the individual features of the environment. For example, children start to play with abstract objects.

Mediation Intelligence Higher mental Processes.

During humankind's evolution, more complex structures of activity mediated by more complex tools produce more complex mental structures.

Psychological tools enable us to perform higher mental functions :

- Various systems for counting
- Mnemonic Techniques

- Algebraic symbol system
- Works of art
- Writing
- Schemes, Diagrams, Maps and Technical Drawings
- All sorts of conventional signs.

Zone of Proximal Development (ZPD) : It represents one of the most obvious differences between Vygotsky's and Piaget's view of cognitive development.

This is the Vygotskian concept the explains the mechanism of cognitive development. ZDP is actually the gap between actual competence level (the problem level a student is able to independently solve) and the potential development level (the problem level she could solve with guidence from a tutor).

ZDP is based on the mental functions that have not yet matured but are being in the process of maturation.

It supports a representation of intellectual development based on continuity.

- It states that learning can force cognitive development.
- It states the role of the teacher as a necessary mediator of child's cognitive development.

Learning, instruction and development in Vygotsky's view.

- The only good type of instruction is that which leads the cognitive development.
- The only good learning is that which is in advance of the development. Learning that is situated within the current developmental level is not desirable.
- How could we understand the statement that some learning dosen't bring development?

Scaffolding

- Cognitive development in the zone of proximal development stresses the role of a social partner of the student (a teacher or a more skilled peer).
- The instructor becomes a supportive tool for the student in the zone of proximal development. The characteristics of an ideal teacher are those of a scaffold.
- It provides support. It functions as a tool. It extends the range of the worker. It allows to accomplish a task otherwise impossible. It is used slectively, when needed.
- In Vygotsky's view, learning is an interactive interpresonal activity.
- Instructor and student co-construct the solution to problem.
- Inequality between partners resides only in their respective levels of understanding. Authority is shared.
- The psychological mechanism is to create (external) activities that will be later internalized by student.

Example : Palincsar's reciprocal learning (an instructional strategy for improving reading comprehension).

COMPARISON OF PIAGET AND VYGOTSKY

1. Compare Piaget and Vygotsky's basic tenets of cognitive development. Explain that Piaget saw cognitive development from a biological perspective and believed that intelligence stems from a human ability to adapt and organize. Clarify that Piaget believed children organize ideas into groups or "schemes," through which they either assimilate new information or accommodate information that does not fit with existing schemes. Contrast this with Vygotsky's theory of cognitive development in which children transform and internalize information about the world via language. For Vygotsky, social interaction is the major impetus for development. When a child hears language, she imitates it until it becomes internalized and is represented in the mind as internal speech.
2. Look at the two theorists' views of the progression of development. Explain that Piaget believed that development precedes learning. That is, a child starts from a self-centered position and develops on his own accord, moving from himself into the social world as a develops. Compare this with Vygotsky, who believed that development begins with socialization and language acquisition, which lead to developmental learning.
3. Look at the major contributions of each theorist. Notice that Piaget used a stage model of development to show the connection between a child's biological and cognitive development. Understand that this model shows Piaget's core belief that brain growth is related to chronological development, underscoring the connection with biology. Contrast this with Vygotsky's belief that language and culture are integral to development. Explain that Vygotsky proposed that children construct their knowledge out of social interactions, and that learning promotes development. For Vygotsky, language is the major facilitor of social learning and development.

COMPARISON OF PIAGET AND KOHLBERG

1. Consider Piaget's theory of moral development. Explain that for Piaget moral development occurs in two distinct stages. Piaget theory is that young children believe that rules are dictated by either their parents or by God. Young children base their moral judgments on consequences rather than intentions. Clarify that for Piaget this way of thinking about morality changes for children around age 10, when they start to understand that morals are based on their own judgments and intentions. Explain that for Piaget the point is that children move from a concerete understanding of morality to a more abstract one, where they realize that rules are not absolute but are ways for humans to cooperate and get along.
2. Look at Kohlberg's theory of moral development. Notice that Kohlberg built upon Piaget's theory, but offers a more sophisticated understanding of childhood morality, in a six-stage model. Contrast this to Piaget's two-stage model. Notice that like Piaget, Kohlberg saw children's beginning understanding of morality as having to do with rules and consequences. Notice too that Kohlberg believed that children struggle, over time,