

PSY 152 HUMAN DEVELOPMENT

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Learning Objectives

- Define development
- Explain basic concepts of development
- Discuss stages of Cognitive development
- Discuss language development
- Discuss emotional and social development

Human Development

❖ Developmental psychologist

- ❖ Study physiological and cognitive changes across the life span and how these are affected by a person's genetic predispositions, culture, circumstances, and experiences

❖ Development

- ❖ The sequence of age-related changes from conception to death

Controversies in Developmental Psychology

❖ Nature vs Nurture

- ❖ Does development reflect nature or nurture?
- ❖ The proponents of nature (e.g., Arnold Gesell) seek to understand the influence of
 - ❖ genetics,
 - ❖ functions of the nervous system,
 - ❖ hormones and maturation
- ❖ They are interested in how these factors shape human development

Controversies in Developmental Psychology

❖ Nature vs Nurture

- ❖ Does development reflect nature or nurture?
- ❖ The proponents of nurture (e.g., John Watson) seek to understand the influence of
 - ❖ Nutrition
 - ❖ Cultural and family backgrounds
 - ❖ Informal and formal education
- ❖ They are interested in how these factors shape human development.

Controversies in Developmental Psychology

❖ Nature vs Nurture

- ❖ Does development reflect nature or nurture?
- ❖ Proponents of nature leaned heavily toward natural explanation of human development; that all areas of development are self-regulated by the unfolding of natural plans and processes.
- ❖ Proponents of nurture leaned heavily toward environmental explanation of human development

Controversies in Developmental Psychology

❖ Nature vs Nurture

❖ Does development reflect nature or nurture?

❖ Contemporary psychologists broadly agree that both nature and nurture interact to shape individuals in their human development.

Controversies in Developmental Psychology

❖ Continuous vs Discontinuous

❖ Is development continuous or discontinuous?

❖ Continuous development

❖ human development is a continuous process in which effect of learning mount gradually with no major sudden qualitative changes.

Controversies in Developmental Psychology

❖ Discontinues development

- ❖ There are a number of rapid qualitative changes that usher in new stages of development
- ❖ They emphasize **maturational**: the orderly unfolding of traits, as regulated by the **genetic codes**.
e.g., a child will sit before he can stand, stand before he can walk



Cognitive development

- ❖ The development of thoughts and reasoning processes of Children
- ❖ Swiss Psychologists **Jean Piaget (1896-1980s)** contributed significantly to our understanding of children's cognitive development.

Cognitive Development

- ❖ Overview of Jean Piaget's Theory (1896-1980s)
- ❖ Children's active role in exploring the world
- ❖ Children develop knowledge by inventing or constructing
- ❖ Children's cognitive processes develop in an orderly sequence of stages

Cognitive development

- ❖ Piaget identified **four** major stages of cognitive development
- ❖ Sensorimotor stage
- ❖ Preoperational stage
- ❖ Concrete operational stage
- ❖ Formal operational stage

Piaget's Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

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Basic Concepts related to Cognitive development

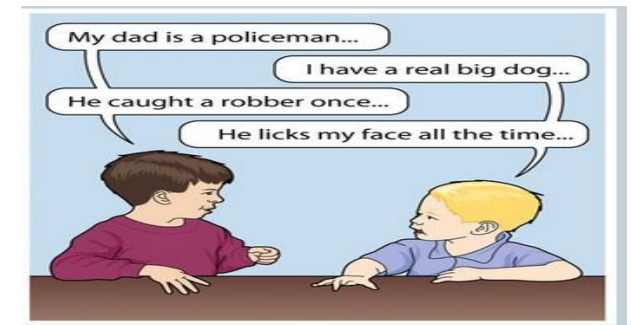
- ❖ **Assimilation:** Inclusion of new event or experience into existing ones. e.g., a child seeing a new dog barks and recognises it as a dog.
- ❖ **Schema:** a hypothetical structure that permits the classification and organisation of new information
 - ❖ e.g., the child identifying a new dog with a barking schema
- ❖ **Accommodation:** modification of existing structures (e.g., schema) so that information consistent with existing schemas can be understood. e.g., a child modifies new concept about “not all animals that barks are dogs”

❖ Stage 1: Sensorimotor Stage (Birth – 2 years)

- ❖ Respond to the environment through reflexes
- ❖ Learn through sensory experience and does not use symbols representation of objects
- ❖ Difficulty in **object permanence** (prior to 6 months)
 - ❖ Out of sight is literally out of mind
- ❖ Object permanence is developed (8-12 months)

❖ Stage 2: Preoperational Stage (2 – 7 years)

- ❖ Characterized by the use of words and symbols to represent objects and the relationships among them.
- ❖ Thinking tends to be **unidimensional**- focuses on one aspect of a problem or situation at a time
- ❖ **Egocentrism**-limited ability to share other's perspective
 - ❖ e.g., ask a 2.5 year old child why the sky is blue, she may respond "because blue's my favourite colour"
- ❖ **Animism**- the belief that inanimate objects have life and can move e.g., talking with dolls/toys



❖ Stage 2: Preoperational Stage (2 – 7 years)

❖ Children at this stage have problems in doing conservation task

❖ **Conservation**-basic properties of substances such as weight and mass remain the same when superficial features change.

❖ Children have challenges with

1. **Centration**: the tendency to focus on one feature of an object

2. **reversibility**: inability to envision that an action can be “undone”

<https://www.youtube.com/watch?v=gnArvcWaH6I>



- ❖ Stage 3: Concrete operational Stage (7-11 years)
- ❖ Children show the beginning of capacity for adult's logic but with tangible objects.
- ❖ Capable of decentraion- simultaneously center on two-dimensional situations
- ❖ Conservation task can be performed
 - ❖ An awareness of physical quantities remain the same even when changes in appearance occur
- ❖ Reversibility task can be performed
 - ❖ Recognition that many processes can be reversed

❖ Stage 4: Formal-operational Stage (11+ years)

- ❖ Characterized by abstract thinking, logical thoughts and deductive reasoning from principles.
- ❖ Ability to use mental operation in the application to abstract events
 - ❖ e.g., How will the presence of COVID-19 affect unemployment and job search of young adults?





Psychosocial development

- ❖ Overview of Eric Erikson's theory (1902-1994)
- ❖ Emphasizes the interaction of biological, psychological and cultural influence on human development
- ❖ He proposes **8 stages** of psychosocial development along the whole life span
- ❖ There may be psychosocial crisis or dilemma at each stage of psychosocial development

The 8 Stages of Psychosocial Development

❖ Stage 1: Trust vs. Mistrust (0-1 year)

- ❖ Trust mother and the environment.
- ❖ Infant's basic senses of trust or mistrust develops as a result of consistent or inconsistent of caregiving.



❖ Stage 2: Autonomy vs. Shame and Doubt (2-3 years)

- ❖ Develop the wish to make choices and self-control
- ❖ Toddler strives for personal independence
 - ❖ e.g., dressing, cooking, bathing



The 8 Stages of Psychosocial Development

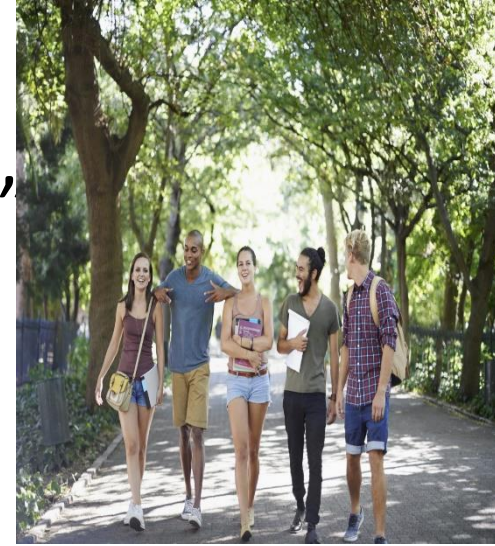
- ❖ Stage 3: Initiative vs. Guilt (4-6 year)
 - ❖ Function socially with siblings and parents.
 - ❖ Attempt to satisfy curiosity about the world
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- ❖ Stage 4: Industry Vs. Inferiority(6-12 years)
 - ❖ Become eagerly absorbed in skills and tasks
 - ❖ Mastering basic technology
 - ❖ Sense of competence and self-esteem



The 8 Stages of Psychosocial Development

❖ Stage 5: Identity Vs. Role Confusion (Adolescence)

- ❖ To find a consistent and clear sense of self. “Who am I”
- ❖ Concentrates on skills, social roles and formation of career objectives



❖ Stage 6: Intimacy Vs. Isolation (Young adulthood)

- ❖ Committing the self to another
- ❖ Engaging in in sexual love



The 8 Stages of Psychosocial Development

❖ Stage 7: Generativity Vs. Stagnation (middle Adulthood)

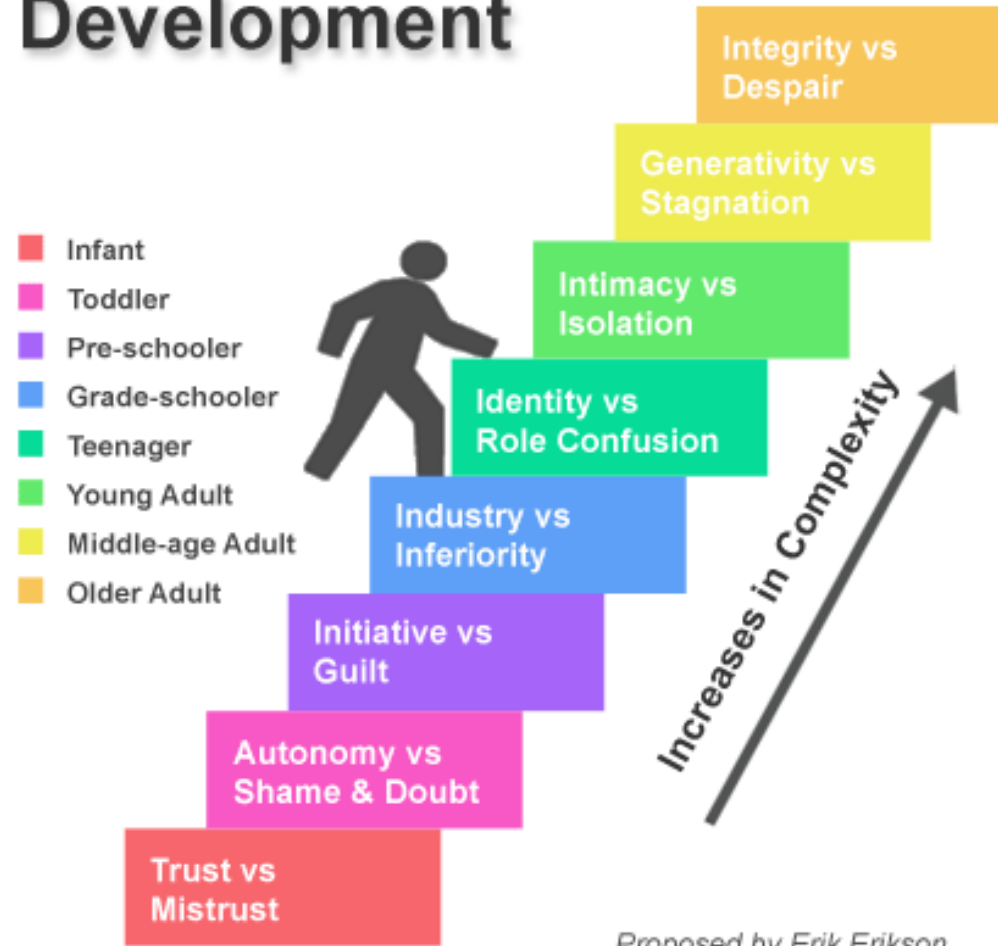
- ❖ Providing guidance to the younger generation
- ❖ Provide parental and career support
- ❖ being creative

❖ Stage 8: Integrity Vs. Despair (late adulthood)

- ❖ Accepting the timing and placing of one's own life cycle
- ❖ Life satisfaction
- ❖ Achieving wisdom and integrity



Stages of Psychosocial Development



Language Development

- ❖ Acquisition of speech begins in the womb.
- ❖ Infants are responsive to pitch, intensity, and sound at birth.
- ❖ By **4–6 months** of age, children can recognize their names and regularly spoken words.
- ❖ By **6–12 months** of age, children become familiar with sound structure of the native language and start babbling.



Language Development

- ❖ By **one year of age**, children may start to use their first word, and also rely heavily on symbolic gestures.
- ❖ Between **18–24 months**, toddlers combine 2 to 3 words into telegraphic speech

Language Development

- ❖ Language is too complex, and it should be learned bit by bit.
- ❖ Sentences have surface and deep structures.
 - ❖ *Surface structure*: the way a sentence is spoken
 - ❖ *Deep structure*: how a sentence is to be understood
- ❖ To transform surface sentence structures into deep ones, children must apply rules of grammar.

Language Development

- ❖ Noam Chomsky (a psychologist)
- ❖ If we don't teach syntax to toddlers, the brain must contain a device for using language.
 - ❖ An innate module that allows young children to develop language if they are exposed to an adequate sampling of conversation
- ❖ Children are born with universal grammar, a sensitivity to the core features common to all languages.
 - ❖ Nouns and verbs, subjects and objects, negatives

Emotional and Social Development

❖ Attachment

- ❖ the emotional bonding of affection that develops between infants and their caregiver
- ❖ Attachment is essential to the survival of infants

❖ Separation anxiety

- ❖ The distress that most children develop, at about 6 to 8 months, when their primary caregivers temporarily leave them with strangers

Types of Attachment

❖ Secure

❖ A parent–infant relationship in which the baby is secure when the parent is present, distressed by separation, and delighted by reunion

❖ Insecure (avoidant ambivalent)

❖ A parent–infant relationship in which the baby doesn't care if the parent leaves the room and does not seek contact when the parent returns

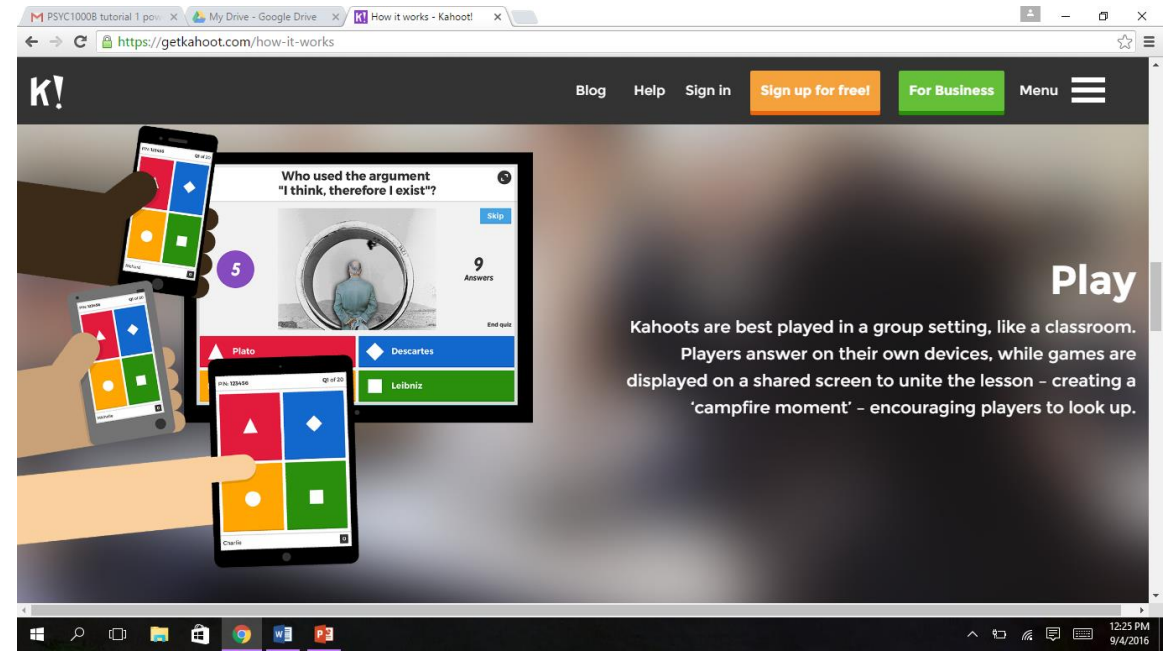
❖ Insecure (anxious)

❖ A parent–infant relationship in which the baby clings to the parent, cries at separation, and reacts with anger or apathy to reunion

<https://www.youtube.com/watch?v=DRejV6f-Y3c>

What Factors Promote Insecure Attachment?

- ❖ Abandonment and deprivation in the first year or two of life
- ❖ Parenting that is abusive, neglectful, or erratic because the parent is chronically irresponsible or clinically depressed
- ❖ The child's own genetically influenced temperament
- ❖ Stressful circumstances in the child's family



Mini Quiz
