Course : Human Development and learning (8610)   Semester: Autumn 2020

Level: B.ed

Assignments No 1

Q.1 Growth and development may look like same but they have money difference explain those difference?

Growth vs Development

The terms Growth and Development are used with every aspect of life. There might be some confusion when using the terms as they are often used interchangeably. Growth is just 'getting bigger', whereas development is improvement.

Growth can be explained as becoming bigger or larger or having more importance. Growth is termed as a physical change, where as development is said to be physical as well as social or psychological change. Development also means transformation or improvement. While growth is related to quantitative improvement, development is related to quantitative as well as qualitative improvement.

When the term growth is related to living beings, it can mean the increase in size. Here, the growth that comes over a living being is a physical change and it indicates the increase in weight, height and bone seize. On the other hand, development is the process of developing skills and capacities. It deals with the behavioural aspect of a living being. For example, we only say that the tumour has grown and not that the tumour has developed. On the other hand, we generally say that 'he has developed into a better man' or 'he developed into a better citizen' and so on.

In terms of economy, we say there was a steady growth in the country's economy over the last few years. We also say that there was a tremendous growth in the case of hospitals in the region. We also refer to countries as developed and developing, which means that the country has made great strides in all spheres.

1) **Growth mainly focuses on quantitative improvement** while **development is associated with both qualitative and quantitative improvement**. For instance, growth is associated with measurable changes in weight and height. When your child's weight increases from 35 kilograms to 40 kilograms, then the 5 kilogram increment is attributed to growth.]

On the other hand, development is identified when substantial changes in IQ are recorded in your child's brain power. For instance, your child's IQ level is relatively low during childhood but

can improve significantly into adulthood. Your child's IQ level can improve from 50 to 90 after honing their creative and critical thinking skills.

2) **Growth ends at maturation** while development continues until an individual's demise. As a teacher or parent, it is important to note that growth ends at maturation. Your child will experience various changes associated with growth between childhood and maturation at adolescence.

This means that your teaching approach will be different at age 6 and age 15. At 6 years, your child needs simplified information that they can understand because their brain can only process basic information. At 15 years, your child's brain has improved significantly, and they are in a unique position to grasp and retain complex information based on their improved information processing skills.

Development is a consistent process and continues throughout life. Your child has the unique potential to absorb as much knowledge and skills to handle various life challenges into adulthood. Even at 50 years, they can exhibit advanced skills such as oratory and problem-solving skills based on their vast experience.

3) **Growth is dependent on cellular changes** while **development is dependent on organizational transformation**. Growth begins at conception and progresses into adulthood. From conception, your child's body experiences massive changes based on changes in cellular growth. An increase in cellular size and number indicates that your child is undergoing growth. Development is often witnessed at a home or school environment when your child experiences skillset changes. This simply means that any **skills learnt such as reading or arithmetic are indicative of your child's development changes**. The older they get, the more likely they are to understand complex skills associated with computation and reasoning.

4) **Growth is associated with the progressive physical change from one stage to another.** On the other hand, **development is the gradual transformation of behavioral and skill set changes**. Differences in body size that are evident in clothing size changes reveal the growth changes experienced by your child. Also, you might have noticed that your child consumes more food than before. This can only mean that they are growing.

Development is usually characterized by behavioral and skillset changes. Your child might outgrow certain childish behavior as they approach adolescence or acquire advanced writing, oratory and computation skills. These changes aren't out of the ordinary but only attest to the development changes experienced by your child.

5) **Growth is external** while development is internal in nature. Regardless of your location or occupation, you can observe your child's growth based on visible external features. These features include increased body parts sizes such as hands, legs, ears, and much more. These changes usually manifest over time based on improved nutrition and general wellbeing. It is important to note that **family instability can also affect your child's proper growth**. Too much stress from domestic strife subjects your child to stunted growth.

Unlike growth, **development is an internal process** and isn't visible by the naked eye. Instead, it requires a comprehensive **evaluation of your child's reasoning, creativity and innovation** to ascertain their development status. This can be achieved by setting various tests designed to evaluate your child's IQ in relation with creativity and reasoning. Based on their performance, you should be in a unique position to accurately determine their development level and the changes that ought to be made to rectify the situation.

6) **Growth dictates changes in physical appearance** while **development dictates change in the character of an individual**. Growth is easily discernible based on changes in physical appearance. These changes manifest over time and include increased body size and voice intonation. Whether such changes are visible based on hair transformation or skin tone, you can rest assured knowing that your child is experiencing growth changes.

On the other hand, **development pays much emphasis in the character changes of an individual**. Your child might have been naughty during their early age but over time, they are likely to transform into a mature young adult. With each passing day, they outgrow certain habits that can only be traced back to character changes.

7) **Growth takes place within a limited scope of time** while **development takes place within a vast scope of time**. This means that growth spans from conception to adolescence depending on your child's growth rate. During this period, your child undergoes progressive body changes designed to transform them into adults. By 25 years of age, your child's growth rate will have peaked.

Development isn't confined by time or age. Your child can acquire a plethora of skills to handle various tasks and challenges regardless of their location or background. The best part about skill acquisition is that it can still happen beyond 35 year old if the determination and commitment exists.

8) **Growth focuses on one aspect of your child's life.** On the other hand, **development focuses on several aspects of your child's life such as emotional state, intelligence and interpersonal skills**. Naturally, growth is a size-oriented process from conception to adulthood. With every increase in body size, you can monitor your child's growth rate.

On the other hand, **development is an all-inclusive process designed to analyze various aspects of your child's life**. This usually stems from the need to evaluate their capacity to interact with their peers and adults in an effective way. While their interpersonal skills might be unpolished at a young age, your child is expected to make improvements based on their advanced critical thinking and reasoning skills as they get older.

Difference # Growth:

1. Growth refers to increase in physical aspects of the organisation,

2. Growth is structural.

3. Growth is quantitative.

4. Growth is cellular.

5. Growth stops when the organisation reaches the stage of maturity.

6. Growth involves body changes.

7. Growth influences the process of development, but not always.

Difference # Development:

1. Development refers to overall changes in the whole of the organism.

2. Development is functional.

3. Development is qualitative.

4. Development is organizational.

5. Development is a life long process.

6. Development involves changes from origin to maturity.

7. Development occurs without growth.

Q.2 What do you think whether development of a child depends on heredity or Environment illustrate with example?

While some aspects of development may be strongly influenced by biology, environmental influences may also play a role. For example, the timing of when the onset of puberty occurs is largely the result of heredity, but environmental factors such as nutrition can also have an effect.[2]

From the earliest moments of life, the interaction of heredity and the environment works to shape who children are and who they will become. While the genetic instructions a child inherits from their parents may set out a road map for development, the environment can impact how these directions are expressed, shaped or event silenced.

The complex interaction of nature and nurture does not just occur at certain moments or at certain periods of time; it is persistent and lifelong.

In order to understand child development, it is important to look at the biological influences that help shape child development, how experiences interact with genetics and some of the genetic disorders that can have an impact on child psychology and development. Prenatal Child Development

At its very beginning, the development of a child starts when the male reproductive cell, or sperm, penetrates the protective outer membrane of the female reproductive cell, or ovum. The sperm and ovum each contain chromosomes that act as a blueprint for human life.

The genes contained in these chromosomes are made up of a chemical structure known as DNA (deoxyribonucleic acid) that contains the genetic code, or instructions, that make up all life. Except for the sperm and ova, all cells in the body contain 46 chromosomes.

As you might guess, the sperm and ova each contain only contain 23 chromosomes. This ensures that when the two cells meet, the resulting new organism has the correct 46 chromosomes.

Environmental Influences

So how exactly do the genetic instructions passed down from both parents influence how a child develops and the traits they will have? In order to fully understand this, it is important to first distinguish between a child's genetic inheritance and the actual expression of those genes.

A genotype refers to all of the genes that a person has inherited. A phenotype is how these genes are actually expressed.[3] The phenotype can include physical traits, such as height and color or the eyes, as well as nonphysical traits such as shyness and extroversion.

While your genotype may represent a blueprint for how children grow up, the way that these building blocks are put together determines how these genes will be expressed. Think of it as a bit like building a house. The same blueprint can result in a range of different homes that look quite similar but have important differences based on the material and color choices used during construction. Gene Expression

Whether or not a gene is expressed depends on two different things: the interaction of the gene with other genes and the continual interaction between the genotype and the environment.

- **Genetic Interactions:** Genes can sometimes contain conflicting information, and in most cases, one gene will win the battle for dominance. Some genes act in an additive way. For example, if a child has one tall parent and one short parent, the child may end up splitting the difference by being of average height. In other cases, some genes follow a dominant-recessive pattern. Eye color is one example of dominant-recessive genes at work. The gene for brown eyes is dominant and the gene for blue eyes is recessive. If one parent hands down a dominant brown eye gene while the other parent hands down a recessive blue eye gene, the dominant gene will win out and the child will have brown eyes.
- **Gene-Environment Interactions:** The environment a child is exposed to both in utero and throughout the rest of his or her life can also impact how genes are expressed. For example, exposure to harmful drugs while in utero can have a dramatic impact on later child development. Height is a good example of a genetic trait that can be influenced by environmental factors.[4] While a child's genetic code may provide instructions for tallness, the expression of this height might be suppressed if the child has poor nutrition or chronic illness.

Genetic Abnormalities

Genetic instructions are not infallible and can go off track at times. Sometimes when a sperm or ovum is formed, the number of chromosomes may divide unevenly, causing the organism to have more or less than the normal 23 chromosomes. When one of these abnormal cells joins with a normal cell, the resulting zygote will have an uneven number of chromosomes.

Researchers suggest that as many as half of all zygotes that form have more or less than 23 chromosomes, but most of these are spontaneously aborted and never develop into a full-term baby.

In some cases, babies are born with an abnormal number of chromosomes. In every case, the result is some type of syndrome with a set of distinguishing characteristics.

Sex Chromosome Abnormalities

The vast majority of newborns, both boys and girls, have at least one X chromosome. In some cases, about 1 in every 500 births, children are born with either a missing X chromosome or an additional sex chromosome. Klinefelter syndrome, Fragile X syndrome, and Turner syndrome are all examples of abnormalities involving the sex chromosomes.

Kleinfelter's syndrome is caused by an extra X chromosome and is characterized by a lack of development of the secondary sex characteristics and as well as learning disabilities.[5]

Fragile X syndrome is caused when part of the X chromosome is attached to the other chromosomes by such a thin string of molecules that it seems in danger of breaking off. It can affect both males and females, but the impact can vary. Some with Fragile X show few if any signs, while others develop mild to severe intellectual disability.[6]

Turner syndrome occurs when only one sex chromosome (the X chromosome) is present. It affects only females and can result in short stature, a "webbed" neck, and a lack of secondary sex characteristics. Psychological impairments associated with Turner syndrome include learning disabilities and difficulty recognizing emotions conveyed through facial expressions.[7]

Down Syndrome

The most common type of chromosomal disorder is known as trisomy 21, or Down syndrome.[8] In this case, the child has three chromosomes at the site of the 21st chromosomes instead of the normal two.

Down syndrome is characterized by facial characteristics including a round face, slanted eyes, and a thick tongue. Individuals with Down syndrome may also face other physical problems including heart defects and hearing problems. Nearly all individuals with Down syndrome experience some type of intellectual impairment, but the exact severity can vary dramatically.

Q.3 Suggest some activities for preschool children which may enhance children's physical growth?

Young preschoolers are brimming with energy. That's a good thing in terms of physical development, because it's the repeated movement of large and small muscle groups that builds and refines how well these parts of the body work.

Large motor skills (or gross motor skills) develop first. That's why 2-, 3-, and 4-year-olds tend to do more running, jumping, reaching, and wiggling than sitting still when using their hand muscles for, say, drawing or for manipulating small toys. But it's a good idea to spend time at both kinds of activities.

Here are some ways to boost your young preschooler's physical development:

- **Take family walks.** Alternate walking, running, jogging, and marching. Play "I Spy" or start a collection of feathers or leaves as a diversion while you walk. Indoors, lead a parade with musical instruments or flags.

- **Encourage sandbox time.** Fill the box with sand toys that encourage manipulation.

- **Water play in the backyard.** A paddle pool, sprinkler, or running hose all encourage splashing, running, and touching. (Always supervise your child around water.)

- **Make an obstacle course in your living room or backyard,** consisting of cushions, cardboard boxes, toys, or other found objects that your child can run around and climb over.

- **Play pretend games.** Animals are a young child's favorite: "Can you walk like a chicken? Gallop like a horse? What does a puppy do?" Or encourage your child to "fly" through the yard like an airplane or row a boat across the room.

- **Introduce different kinds of tag at playdates:** Play freeze tag, for example.

  - **Play ball.** Games that involve kicking, throwing, and catching are great practice. Try not to get overly elaborate about rules in the preschool years.

  - **Dance to the music.** Expose your child to different styles of music. Playing musical instruments boosts physical development, too. Or share tunes with physical movements, like "I'm a Little Teapot." Many familiar songs emphasize fine-motor skills through finger play, such as "Patty Cake" and "Itsy Bitsy Spider."

  - **Place a string on the ground** and pretend it's a tightrope or a pirate ship's plank to develop balance.

  - **Wash the car, bikes, dog** – anything involving suds and water is energizing fun. Blow bubbles and let your child try to catch them.

  - **Introduce games from your childhood.** Everything's new to your child: "Ring around the rosy," "Red light, green light," "What time is it, Mr. Fox?"

  - **Put on a puppet show.** Make sock or finger puppets or use toys, crouching behind a table with your child.

- **Build fine motor skills in ways that go beyond the art table.** Help your child draw a village with sidewalk chalk. Use sticks to trace letters in the dirt outside, or indoors in flour or cornmeal.

Animal Walk

Inside or out, encourage your child to slither like a snake, hop like a frog, gallop like a horse, or walk like a bear on all fours.

Skills developed: hopping, galloping

Keep the Balloon Up

Outdoor on a calm, windless day, or inside, have your kids use their hands or half of a pool noodle to keep a balloon afloat. How long can they keep the balloon off the ground?

Skills developed: volleying, striking

Puddle Jumping

Preferably outside in what our two year old called "chocolate water", throw on your kids' most waterproof gear and let them jump in, out, and over puddles.

Skills developed: jumping

Wet Sponge Designs

On a hot, summer day, gather up lots of sponges, provide a tub of water for endless resoaking, and have your kids throw their sponges on a wall or on a cement surface to make designs. Sponges can also be used to "paint" walls.

Skills developed: throwing

Digging for Treasure

Whether it's an inside or outside sandtable or sandbox, kids love to dig for treasure. Hide small toys like plastic dinosaurs, small cars, or marbles, and let your child release their inner pirate as they search for booty!

Skills developed: lifting and lowering objects, object manipulation

Run Away From the Monster

Kids love a game of chase, especially with a parent or other adult they trust. A game of running from a "scary" monster will involve much squealing with delight.

Skills developed: running, dodging, agility

Simon/Simone Says

While the rules are simple, the options for movement are endless. Simon can have kids jumping like a kangaroo, standing as tall as a house, making funny faces, standing on one foot, or waving their hands over their heads.

Skills developed: multiple depending on the leader's actions (jumping, balancing, hopping, etc.)

Leaf Play

Not everyone loves the raking jobs that come in autumn, but kids love leaves. Rake them up and let kids jump into the piles, throw the leaves in the air, and crunch the foliage in their hands. If you don't have a garden or a tree, go for a walk and let kids make music as they crunch through the leaves on the ground.

Skills developed: jumping, throwing

Hopscotch

A favourite with kids of all ages, hopscotch is a game that can be played inside or out. Inside, use painters tape on the floor to pattern your own board and use buttons, rolled up socks or bean bags instead of rocks. Outside, use chalk to make a court and use rocks or the chalk itself as a marker. The rules are simple and the game can be played alone or with friends.

Skills developed: hopping, throwing

Fly a Kite

Find a wide open space in a park, a beach, or a field, make or purchase a kite, pick a day which is breezy but not too windy, and head out to watch your child delight in running with their colourful toy.

Skills developed: running

Throw Snowballs

Snowballs are the perfect antidote for cabin fever! Have your kids throw snowballs against a surface to make designs as they did with sponges in the summer (see #4) or make a circle or other target in the snow and see how close they can get to a bullseye.

Skills developed: throwing

Ball Kicks

Balls are a staple for so many games and activities. Using different types and sizes of balls, have your child see how far they can kick, or play goalie in front of a wall or fence and see if your child can kick the ball past you.

Skills developed: kicking

Balance Beam

Using an actual gymnastics beam isn't the only way for a child to learn balance skills. Indoors, use painters tape to make a straight line on the floor. Encourage your child to walk forwards, backwards, and sideways. [link to tightrope activity] Outdoors, use a plank of wood, a rope, or make a line with chalk for the same activity. When your child masters a straight line, add semi-circles or zigzags to add a bit more of a challenge.

Skills developed: balancing

Dance Party

Indoors or outdoors, turn up the music, use lights or decorations for ambiance, and let your kids twist, macarena, floss, dance like their favourite animal, or freestyle their way to fun.

Skills developed: agility, balance, coordination

Mini Sticks

Pass a ball back and forth with your child or have them shoot at a target while teaching them to keep their stick on the ice (the floor) and to hold their stick with two hands.

Skills developed: striking

Bubble Play

Ideally an outdoor activity, use various sizes and types of bubble wands and have kids blow their own bubbles or blow them yourself and have kids chase and pop them.

Skills developed: agility

Ride a Bike

Whether it's a tricycle, a balance bike, a bike with training wheels, or a two-wheeler, kids love to zoom around under their own steam.

Skills developed: balancing

Freeze Tag

If you've got a group of four or more kids looking for some fun, look no further than a good old game of freeze tag. Pick one child to be "it", and have them chase the other kids around. When "it" touches a player, they must freeze (stand still) until another player "unfreezes" them by touching them. When "it" freezes all players, the game begins again with a new child as "it".

Skills developed: agility, running

Fill the Bucket Water Game

Provide your child with a cup and two buckets (one smaller, one larger). Place the smaller bucket a short distance from the larger bucket and fill the larger bucket with water. Have your child scoop water from the larger bucket and fill the smaller one. To make the game more challenging, put small holes in the cup or have your child dance as they move from bucket to bucket.

Skills developed: agility, balancing

Paper Airplanes

There are so many ways to make paper airplanes at home. Throw them inside or outside and see how high they can fly, how far they can fly, or if your child can throw them through an object such as a hula hoop.

Skills developed: throwing

Avoid the Shark

Cover your living room floor (the shark-filled ocean) with foam floor tiles or towels (taped to the floor with painters tape) and have your child jump from one to the next without getting nabbed by a shark.

Skills developed: jumping

Bean Bag Toss

Bean bags are an easy-to-grip and throw item for kids. Indoors or out, have kids throw them into targets such as laundry baskets or hula hoops.

Skills developed: throwing

Egg and Spoon

For this ultimate hand-eye coordination and balance game, give kids a spoon and have them balance a hard-boiled or plastic egg from one point to another either indoors or out. How quickly can they go? Can they dance as they move?

Skills developed: balance, coordination

Ribbon Sticks

Tie a length of ribbon to the end of a stick or baton and watch as your kids dance and swirl their ribbons in the air.

Skills developed: agility

Pillow Walk

Set up a line of couch, throw, or bed pillows on your floor, and have your child walk from one end to the other. It may sound easy but their balance will be challenged!

Skills developed: balancing

Kick Bowling

Switch up regular bowling inside or outside by having your kids use different sizes of balls to kick down different objects such as empty bottles or rolls of paper towels.

Skills developed: kicking

Climb a tree

Pick a tree with low branches and let your child climb. Be close by for help but let your kids see how far they can get on their own.

Skills developed: balancing

Bean Bag Balance

Have your child balance a bean bag on their head and walk from one point to another without dropping it. As they master the walk, move the points further apart or make the course a bit more challenging by adding zig zags or circles, or objects around which they have to maneuver.

Skills developed: balancing

Jump Waves

Take a day trip to a local beach or lake and simply jump waves as they roll on to the shore.

Skills developed: jumping, agility

Bubble Wrap Jump

Bubble wrap is not just for packing fragile objects. Purchase a roll of wrap and on an inside day, have your child jump and pop to their heart's content.

Skills developed: jumping, agility

Helicopter

Turn a jump rope around in a circle low to the ground while your child hops over it without touching it. Be prepared to be the jumper when your child wants to turn the rope too!

Skills developed: jumping, agility

Obstacle Course

Indoors or out, let your imagination run wild as you set up an obstacle course for your child. Have them crawl under tables, climb over chairs, jump over ropes, hop from cone to cone, crawl through a cardboard box, jump through a line of hula hoops, throw a family of stuffed animals into a laundry basket, etc. etc.

Skills developed: agility, balance, coordination

Hike

Get into nature and encourage your kids to climb hills, jump over sticks, and balance on tree stumps.

Skills developed: agility, balance, coordination

Neighbourhood Search

Prepare a list ahead of time of items to search for as you and your child leave the stroller at home and take a walk through your neighbourhood. Can they spot a stop sign, a blue flower, something with a tail, something round, a fire hydrant, etc.? Check off the items on the list or use your phone to take pictures to review later.

Skills developed: agility, balance

Jump in the Sprinkler

Set up a sprinkler in your yard and have your kids jump through using animal movements or dance through (singing along may cause hilarious water in mouth incidents!)

Skills developed: agility, jumping, hopping

Catch

Kids learn to catch at different rates but working with them on the skill can begin with throwing them a balloon or a soft object such as a rolled up pair of socks or a light ball will be less intimidating than a heavy or small ball. Start by standing close to your child and as they master the catch, move further away.

Skills developed: catching

Indoor Skating

Have your kids place each of their feet on paper plates, face cloths, or felt squares, and let them slide along like skating pros on hardwood or carpet. Turn on the music and let them skate to the rhythm!

Skills developed: balancing

Skating

Find your kids proper skates and a helmet and head to your local rink either indoors or outside. Fresh air and perhaps hot chocolate afterwards will make any skating time a great time.

Skills developed: agility, balance, coordination

Tee-Ball

With a plastic tee-ball stand, bat, and balls, kids can practice their swing indoors or out. Batter up!

Skills developed: striking

Long Jump

Just how far can your child jump? Challenge them indoors by having them jump on lines made by painters tape on the floor or outdoors on grass or in the sand.

Skills developed: jumping

Yoga

Kids can learn all kinds of yoga movements at this age. Look for classes at your local community centre or yoga studio, or teach your children some movements such as a tree pose, downward dog, or sun salutation.

Skills developed: balancing

Tobogganing

The feeling of whizzing down a hill on a sled is unbeatable for kids. In order to make the activity last, though, remember that your child will not only slide down the hill but will also have to climb back up it. Keep the hill to a height they'll want to climb again and again.

Skills developed: agility

Music Parade

Whether you have traditional instruments or pots and pans, kids love to make noise. Gather a bunch of kids and with different instruments in hand, celebrate a real or a made-up holiday while entertaining friends and neighbours.

Skills developed: agility, coordination, object manipulation

Action Songs

Sing together or find recordings of songs that have kids moving their bodies in different ways. Hokey Pokey, Shake My Sillies Out, I'm A Little Teapot, and Zoom, Zoom, Zoom are all examples of fun ways to get kids moving and shaking to sing along songs.

Skills developed: agility

Colour Run

On a driveway, sidewalk, or in a park, colour four areas (draw circles or squares) with different colours of chalk. Call out a colour and have your child run to that coloured area. Continue to call out different colours in varying order.

Skills developed: running

Door Fringe

Purchase a door fringe from a dollar or party store or hang streamers from a door frame. Make sure no one is on the other side of the door as your child runs, hops, or dances through the fringe.

Skills developed: running, agility

Beach Ball Blanket Toss

Have two or four children hold the corners of a blanket (or towel). Throw a beach ball onto the blanket and listen to the kids giggle as they bounce the ball up and catch it.

Skills developed: throwing, catching

Hide and Seek

Kids can hide either themselves or objects such as their stuffed animals in this favourite game played by kids around the world.

Skills developed: agility

Limbo

How low can you go? A fun game indoors or out, use your imagination when it comes to using objects under which your child must go under without their hands touching the floor. Objects could include a pool noodle, a broom, or a rope.

Q.4 How vygotsky's theory is different from piaget's theory?

Particularly it will describe their theories on the importance of social interaction in development. I will give a brief view of the four stages of Piaget's theories. Piaget's and Vygotsky's theories will then be evaluate, with key terms explained.

Piaget's theory focuses on intelligence and how it changes as children grow up. While, Vygotsky's theory centres on the social action and he defines intelligence as the capacity to learn from teaching.

Jean Piaget was born on August 1896 and died 1980 (56 years old), he studied the development of children's understanding, through examining and paying attention to children while he carried out his experiments. According to Piaget cognitive development occurs through the interaction of innate capacities with environmental events and progresses through a series of hierarchical, qualitative different and stages (Gross 2005). All children pass through Piaget stages in the same level without missing anyone of them, except if the child has brain damage or brain problem.

Rather than trying to explain individual differences why some children are more intelligent than others Piaget was interested in how intelligence itself changes as children grow (Gross 2010). Important feature of Piaget's theory was schemas, Piaget saw schema as mental structures which organise past experiment and provide a means of understanding future experiences. As we grow so our schema become increasingly complex (Gross 2005). Assimilation, Accommodation and Equilibration are the three courses of Adaptation expressed by Piaget's theory.

Assimilation is the process by which we incorporate new information into existing schema. For example babies will reflexively suck a nipple and other objects, such as a finger (Gross 2010).

Accommodation into schemas enables children to make sense of and deal with the world. Piaget argues that children are active in exploring the world and, in general, do not need instruction or examples from others to develop their cognitive abilities. Development will take place solely through the child's own actions on the environment in a form of discovery learning where others are facilitators not teachers.

Piaget's theory stages of Cognitive Development, Piaget suggests that all children develop through four stages and they all develop in the same role, these stages are Sensori-motor, Pre-operational, Concrete operational and Formal operational.

The first stage was Sensori-motor stage which initially occurs from birth to two years of child's life. Infants learn about the world primarily through their sense (sensori-), and by doing (motor) (Gross 2005).An important discovery during the sensori-motor stage is the object permanence. An infant will look where an object disappears for a few moments but won't search for it. If the object doesn't reappear the infant apparently loses interest. Piaget's demonstrate the limited object performance of babies between eight and twelve months. They can retrieve a hidden object only from its original hiding place, not where it was last hidden. Not until about twelve months will they search under the cushion where they last saw the object hidden (Gross 2005).

The second stage was Pre-operational stage this take place between the age of two and four years. The infant begins to utilise symbols to classify objects. Objects are also personified by the infant and they are able to think about events that are not directly present. The infant is not yet able to conceptualise time. At this stage the infant will take information and adjust it to fit his ideas. The child tends to be influenced by the things seen, rather than by logical principles or operations (Gross 2010). According to Piaget pre-operational children are egocentrism that is

they see the world from their own standpoint and cannot appreciate that other people might see things differently, they can not put themselves in other people's shoes (Gross 2005). Also Piaget study of conservation is the understanding that any quantity such as fluid, numbers or lengths remains the same regardless of a visual change. For example, if a fluid is transfer from a short large glass to a high slim glass a child at this stage would say that there was more fluid in the slim glass or that there was more fluid in the large glass.

The third stage was Concrete Operations stage, this take place between the ages of seven to eleven years. At this stage the child is now capable of performing logical operations, but only in the presence of actual objects (Gross 2010). One remaining problem for the concrete operational child is transitivity task (Gross 2005). For example, if you tell a child that Jean is taller than Pat and Pat is taller than Carol and asked whether Jean or Carol is taller, children under eleven cannot solve this problem entirely in their heads, they can only solve it using real objects such as toys.

The last stage was Formal Operations stage this take place at the age of eleven to fifteen years and associates the individual with no longer requiring concrete objects to make rational judgments. The individual is capable of deductive and hypothetical reasoning and their ability of thinking is similar to that of an adult.

Lev Vygotsky was born the same year as Piaget (1896), died 1934 was particularly interested in the relationship between being taught by adults and the child cognitive development. He developed his theory at about the same time as Piaget's theory, Vygotsky's theory is known as the social development theory. Vygotsky and Piaget agree that development doesn't occur in a vacuum, knowledge is constructed as a result of the child's active interaction with the environment (Gross 2010).

Vygotsky outline alternative to Piaget's theory. Vygotsky believed that cognitive learning was a social event, which through language and interaction with other children and adults, children would begin to learn about and challenge their surroundings. Three themes unified Vygotsky's theory of social constructive, they are Culture, Central role of language and the Zone of proximal growth (Oates et al. 2005).

Cultural tools are what the child inherits, these can be technological such as bicycles and other physical devices (Gross 2005). Culture tool can pass through one person to another copied learning. Instructed learning Involves remembering the teaching of the teacher and then using these teaching to learn. Children don't need to reinvent the world anew as Piaget seemed to believe. They can benefit from the accumulated wisdom of previous generations (Gross 2005).

The central role of language, as a child begins to speak, his thought processes also begin to develop. In essence, it is language which directs behaviour. Vygotsky describes three stages in the development of speech. Each of these three stages of speech has its own function (slideshare.net 30/01/11). Speech Stages are Social Speech or External speech, Egocentric Speech, and Inner Speech. Social Speech (External speech) at this stage a child uses speech to

direct the behaviour of others. A child uses speech to communicate feelings and emotions such as weeping when hungry and laughing when happy. Egocentric Speech In this stage, a child often talk to him or herself, regardless of someone paying attention to them. At this speech stage they think out loud, they may also talk about what they are doing as they are doing it, they reason that language must be said to direct their behaviour (slideshare.net, 29/01/11). For example, children count out loud when they start learning to count. Inner Speech is a soundless speech used by older children and adults. It allows us to direct our thinking and behaviour. Here we are able to engage in all forms of higher mental functions. In this stage one is able to count in one's head, use logical memory-inherent relationships, and inner signs (slideshare.net, 29/01/11).

The zone of proximal development (ZPD) defined those functions that haven't yet matured but are in the process of maturing (Vygotsky, 1978). Scaffolding refers to the kind of guidance and support adults provide children in the zone of proximal development by which children acquire their knowledge and skills (Wood & Wood, 1996), although scaffolding those not actually explain how children internalise what the teacher provides (Gross 2005).

Piaget's theory is about child intellectual development and the gaining of knowledge. While Vygotsky's main theory was how culture influence development, through language and the society.

Piaget's and Vygotsky's theories have same things in common, both hold a constructive view, Piaget's assimilation look like Vygotsky's appropriation, however they disagree on point of influence of social interactions in children's cognitive development.

Vygotsky's theory emphasise the value of language and social interaction in a child's cognitive development. Vygotsky recognised the importance that different culture can take part in a child's cognitive development.

Piaget consider that egocentric speech reflect an inability to take the perspective of others, and is of no use to role in development. While, Vygotsky believed that egocentric speech is important to helps children to organise and regulate thinking.

The mountain task that Piaget requested three year old children to work out was difficult to test children's ability to see other people's perspective. Vygotsky does not refer to many stages in the way that Piaget does, on the other hand Vygotsky place more emphasise in his theory, he placed emphasis on the role of social interaction in construction process and also placed emphasis on culture in shaping cognitive development.

Piaget's experiments were short, also he only observed his own children.

Comparison between Piaget & Vygotsky	
Similarities	Differences
• Children learn increasingly complex information and skills as they get older • Emphasis on both nature and nurture - Both recognise the role of heredity and maturation of the brain and body=nature. Piaget recognises how children meet the demands of their environment • Children's cognitive abilities develop in a sequence and particular abilities develop at certain stages	• Piaget said that cognitive development is driven by a child's inbuilt tendency to adapt to new experiences whereas Vygotsky said that cognitive development is driven by social interaction • Piaget stated children learn through active self-discovery; Vygotsky said children learn through instruction and guidance • Piaget believed cognitive development is the same universally whereas Vygotsky said that it differs across cultures and time • Piaget believed children will only learn when they are ready, whereas Vygotsky believed that development could be accelerated to an extend, with correct scaffolding and within the ZPD • Piaget believed that language is a result of cognitive developement; Vygotsky said that language is key to cognitive development

Q.5 what are social skills? Also discuss the social characteristics and the factors affecting social development at preschool level?

Social Skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

What is said is influenced by both verbal language and the way we use it - tone of voice, volume of speech and the words we choose - as well as by more subtle messages such as body language, gestures and other non-verbal communication methods.

The fact that some people are better 'social interactors' than others has led to detailed investigations into the nature and function of interpersonal interaction.

Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we communicate more efficient and effective.

Characteristics:

• Children are extremely active
• Children need frequent rest periods
• Children's large muscles are more developed than those that control fingers and hands
• Eye-hand coordination is still developing
• Children's bodies are flexible and resilient
• Gender differences do not emerge until kindergarten

• Most children have one or two best friends, but these friendships change rapidly
• Play activities contribute to social, emotional, and cognitive development, and should be encouraged
• Children show preferences for gender of play peers and for pair vs. group play
• Awareness of gender roles and gender typing is evident

• Children tend to express their emotions freely and openly, with anger bursts being frequent
• Jealousy among classmates is fairly common as these children tend to have much affection for their teacher and actively seek approval

• Children begin to develop a theory of mind
• Children are becoming quite skillful with language
• Many children overestimate their competence for particular tasks
• Competence is encouraged by interaction, interest, opportunities, and signs of affection

Factors

Many factors may affect the way children express their social skills or emotional competencies or the rate at which children acquire social skills or emotional competencies. These factors include

1) environmental risk factors such as living in an unsafe community, receiving care within a low-quality child care setting, lack of resources available in the community or lack of policies supporting children and families, etc,

2) family risk factors such as maternal depression or mental illness in the family, parental substance abuse, family violence, poverty, etc. and

3) within-child risk factors such as a fussy temperament, developmental delay, and serious health issues. All of these factors need to be taken into careful consideration when gathering information to fully understand and support children's social and emotional health through a comprehensive, ecological approach. This particular tutorial will focus on the *individual child* aspects of social and emotional development to include milestones, risk factors and strategies to support children. For more information on supporting the social and emotional aspects of early care and education environments