**PYSCHOLOGY PAPER**

INTRODUCTION

Development in contemporary human society is viewed as a progressive endeavor of a change of state from a regressive or not so better state to a better state that is more progressive.

SOCIAL DEVELOPMENT

Development is the progressive improvement of an individual from a certain state to another state either through advancement of regressive tendencies. In the field of psychology development is viewed from a positive angle as contributing to the individuals’ growth in life.

The following are the core development arears of a human being

-Cognitive(Language)

-Physical

-Personal Development

-Social Development

The focus on this study is on personal development and Cognitive ability .It is believed that al things good or bad come from the individual self. People reflect what their inner self’s holds from their basic believes ,fears ,attachment and even their own morality and sense of virtue. The self in a person is a manifold of three entities that is the soul ,the mind and the body. An improvement of the self is generally ascribed from the improvement of any of the above entities or a conscious decision to increase the capacity and ability of any of the above faculties.

PERSONAL DEVELOPMENT

This can be defined as growth that an individual to do and it involves the growth and the enhancement of the aspects of the person’s life i.e the way a person does feel about themselves.

It also includes the development of positive life skills,healthy self-esteem and realization of oneself.

The aspects include:

* Emotional growth-This development occurs throughout once life time it entails the way in which one respond to an emotional event when presented to them
* Social growth -The way at which individuals interact with others or how they interact with the environment presented to them. The social relationship do grow over time, then change and finally remain stable over the course of life.
* Mental growth-This kind of growth is mainly the way our brain does grow and the way we perceive things we face each day. Therefore the brain development is mainly influenced by the change in the intellectual capabilities influence of one’s behavior.
* Physical growth- This development involves the body structure, which also includes the brain, muscles and senses, and the need of the body to take food, drink or take a sleep. therefore at every stage in life we grow from one stage to the other depending on the way the body behaves.

All these aspects is always achieved through the development of life skills.

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CASE EXAMPLE OF SOCIAL SITES  
I see several possible adverse effects of Google on people's intelligence.

* It contributes to lowered reading and writing skills because it helps kids not learn to spell. I see this in schools. Kids spend so much time on the internet, but they don't have to know how to spell or even to articulate properly what they're looking for; they just type in a few letters, a word or two, and there it is.
* Its algorithms give us customized content that reinforces cognitive biases and reduces intellectual rigor.
* It's too damn easy too look for things. If everything we want to see is just handed to us, we don't have to figure out how to find stuff, and we miss being exposed to random unexpected things in the world that stimulate our minds.
* For about a year, Google and other large search engines have been effectively censoring certain content of left-wing dissent by not including it in search results, under the guise of protecting against Russian-sponsored fake news. “Google…is deeply embedded within the security and surveillance state, and aligned with the ruling elites.” (Chris Hedges)

COGNITIVE DEVELOPMENT

Cognitive development refers to thinking. To study cognitive development means to study how thinking changes over time as humans age and develop. Usually, if refers to how childhood thinking changes over time, but could refer to the entire life span. For example, in Piaget’s theory of cognitive development, preschoolers are unable to really think about the viewpoints of others but this changes at around age 7. Cognitive refers to thoughts or thinking.

Piaget’s theory explains cognitive development from childhood all the way to adulthood in 4 phases. Suggested is that knowledge does not quantitatively accumulate, but rather as an individual goes through the stages, the way they think about things changes. Important to mention is that this is typically an active process that just occurs naturally, that is a proactive push for this learning to occur is not necessary.

A summary of the 4 stages is given below

1. **Sensorimotor stage (birth - 2 yrs)** - Marked by the learning object permanence, which means that objects don’t disappear even though you cover them up.
2. **Pre-operational stage (2 yrs - 7 yrs)** - Marked with egocentric perspective. An individual in this phase fails to relate to how others may see something.
3. **Concrete operational stage (7 yrs - 11 yrs)** - Marked with the introduction to logic and concept of conservatism - objects retain their volume even though they are different sizes.
4. **Formal operational stage (12 yrs or older)** - Introduction of abstract thought and the ability to use deduction to arrive at solution. This phase is also marked with the ability to relate to others.

Jean Piaget’s theory of cognitive development provides a framework for understanding how cognition, or thinking develops. He talks about the acquisition of information through **assimilation** (e.g.; learning new words) and the modification of our existing knowledge of the world through **accommodation** (e.g.; as a child is learning about animals, she might initially think all 4 legged animals are dogs, but eventually will learn that not all 4 legged animals are dogs, and so her perception of the world will change to accommodate this new knowledge).

As far as learning goes, this is important because it points out the importance of having to expose children to new information so they can *assimilate*it. Additionally, challenging children’s beliefs about the world becomes is crucial to help them build accurate models of how it functions - *accommodation*.

Additionally, knowing the specific stages of the development helps parents and teachers create an the most supportive environment for children, For example, in the first 18–24 months of life, during the *sensorimotor stage* children are in a stage of rapid motor development and environmental explorations. They use all their senses to get to know the world. So providing ample opportunities for children to interact with the environment through all their senses allows them to gain a better understanding of the world around them. Parents and teachers can provide many opportunities for children to interact with many different typed of textures, cause-effect objects, play music, introduce them to many different odors, have them try many different foods, etc.

For the sake of example, I’m going to jump to the *concrete operational stage.*Here, children ages 7–11 begin to think more logically. They are able to solve concrete problems, however they lack the ability of to think abstractly. They are able to use inductive reasoning by drawing inferences from their observations of the real world and make broad assertions, or generalizations. Therefore, providing many opportunities for them to practice this form of thinking aids in their development. Whereas, if they are expected to think abstractly, they will not be able to do it as they don’t possess the mental capacity for it, yet.

With that said, it’s important to always keep Vygostky’s zone of proximal development (ZPD) in mind when it comes to teaching. This theory states that we there are 3 levels to expertise, 1. what children can do independently 2. what children can do with help and 3. what children can’t do even with help. So for optimal teaching and learning, it’s important to always operate in level 2 so that children are challenged, but you are still providing support so they can be successful. So it’s important to take Piaget’s and Vygostsky’s theories into consideration when it comes to learning and teaching.

CASE EXAMPLE

A couple of years ago I made a conscious decision to change the cardinality of my moral compass and take a straight-forward approach in all of my dealing from my daily life to my business. In every decision that I made I assessed it according to the morality of the Bible and those around me and the moral amassed from conventional dealings with other people. (Calvin et al., 2017; Kuncel & Hezlett, 2010; Wrulich et al., 2014)I became an avid reader and listener to everything that had a self-help tag on it ranging from books, journals ,famous memoirs and even stories from people. All of these actions were aimed at finding the perfect cardinal for my compass.

A major challenge is achieving social development through moral readjustments and improvement is drawing the line between what is good or bad. This can be attributed to the fact that there will always be circumstances that have no clear cut boundary between the two and a choice between any one of the actions has its own moral downside. Some might argue that it’s part of the human nature to want to oversimplify everything into their dual nature thus creating the debate the theory of discrete duality of life against the continuous theory of everything. Duality theory states that things are divided into two opposite sets while continuity theory states that everything exists in a continuous state of form and transitions across various states .

People take note of the rarities and eccentrics in their environment and for my case it didn’t take long before people began seeking me for emotional and moral counsel. One time a lady friend of mine asked if she would abort her unwanted pregnancy. The dilemma of the question really shook everything that I believed in . From a biological and medical point of view ,doing an aborting is a thing but in terms of religious groundings and my beliefs in God ,unjustly ending the life of an unborn child is graded as a sin of the greatest cadre. I was at a loss of words ,as either decisions had its own weighting factors and I finally settled on reflecting her reasons back. So all I did was seat there and reflect back their thoughts by repeating what they were saying by posing back derivative answers and questions to their plight which is morally unacceptable.

The above is a case example that despite continued development in the any realm in our lives there will be recurring situations that render our progress regressive. There will be moments of relapses but to achieve actual tangible developments we must push over past such moments and forge forwards.

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