**Learning Activity 5: Chapter 9 and 10 Reflection**

Bhoomi Panchal

Georgian College

Child Development (Conception to 6 years) (ECED 1012)

Isabelle Deschamps

December 13

Learning Activity 5: Chapter 9 and 10 Reflection

20F Child development

Learning activies #5: (Bhoomi Panchal)

Part A:

1. The study of cognitive development, especially in school age children, has been the central focus of developmental research. A pattern of developmental changes is one of the central focuses in the controversies between structuralist and functionalist approaches on children develop stages. (Unknown, 2018) As per the general status of stages, children do not develop in the stages as traditionally defined. The home scale is a modification of the Home inventory, which is unique observational measure of the both cognitive and emotional support provided by a child’s family. The home scale is divided into four different parts which is based on child’s age, for example children under 3 years, 3-5 years, children age 6-9 years and children ages 10 and over. (Unknown, 2018) All children under the age of 15 living with their mothers are eligible for Home assessment.
2. Jean Piaget, then scientist best known for research on cognitive development theory. He believes that children’s thinking goes through a set series of four major stages. He proposed that children’s cognitive skills are unfolding naturally as they mature and explore their environment. (Unknown, 2012) If we talk about Lev Vygotsky, psychologist he believed that children’s sociocultural environment plays an important role in how they develop cognitively as per Vygostsky’s view. He believes that after children acquire language, they don’t go through a set series of stages as compare to Piaget’s beliefs. Vygotsky explains that children use language to control their own behavior. (Unknown, 2012) He believes that children talk to themselves first and then grow older and they giving themselves instruction about how to behave. As we compare both, children have complex cognitive abilities at much younger ages than piaget suggested.

Part B:

1. There are four pattern of parenting are sometimes called the Baumrind parenting or Maccoby and martin parenting styles. The four type of parenting styles are authoritative, authoritarian or disciplinarian, permissive or indulgent, neglectful or uninvolved. For over 25 years, authoritative parenting has been consistently linked to the most positive outcomes in many studies. ( Li, 2020) Which are including with more self-esteem, better social skills, higher academic performance and lower delinquency? Authoritative parents have high expectations for achievement and maturity, but on the other hand they are also warm and responsive. As per research these parents provide their kids with reasoning and explanation toward their action proper guidance and explanation allow children to have a sense of awareness and values, morals and goals. Children of authoritative parents tend to appear happy develop good self-esteem. (Li, 2020) If we talk about authoritarian parents, they are high levels of responsiveness. Those parents have to tend to be less independent, they have poorer social skills and more prove ton mental issues. Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. Permissive parenting tend to have the worst outcomes, they cannot follow rules they have worse self-control and have egocentric tendencies. Neglectful parents do not set firm boundaries or high standard, children raised by neglectful parents are more impulsive, they cannot self-regulate emotion.
2. Most contemporary theorists argue that cognitive processes need to be taken into account in order to explain how the social environment makes it’s mark on child’s gender development and how the child plays an important role in directing his or her own gender development. (Banerjee, 2019) Early social learning theories which were focused on one way effect of environment on behavior were criticized because they project too simple picture of human development. Many theorists argue that there are more fundamental cognitive process that need to be taken when analyzing children’s gender development. Social learning approaches suggest that children’s gender development is largely based on observation of same-sex model. (Banerjee, 2019)

References

Banerjee, R. (2019, August 30). Cognition and gender development. Retrieved December 10, 2020, from https://www.open.edu/openlearn/body-mind/childhood-youth/childhood-and-youth-studies/childhood/cognition-and-gender-development

Li, A. (2020, December 10). 4 Types of Parenting Styles and Their Effects. Retrieved December 10, 2020, from https://www.parentingforbrain.com/4-baumrind-parenting-styles/

Unknown, U. (2012). Language and cognition. Retrieved December 10, 2020, from https://www.sparknotes.com/psychology/psych101/languageandcognition/section5/

Unknown, U. (2018). The HOME (Home Observation Measurement of the Environment). Retrieved December 10, 2020, from https://www.nlsinfo.org/content/cohorts/nlsy79-children/topical-guide/assessments/home-home-observation-measurement