SOC101

Sec:22

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**Question:** Based on the video discuss Freud, Piaget and Mead theory of personality with example. (10)

**Answer:** Among the five theories of development, Sigmund Freud factored the human decision-making process or the process of forming personality into 3, Id, Ego and Superego. Jean Piaget suggested that there are 4 stages of Cognitive Development. Herbert Mead, on the other hand talked about how we develop a “self” or identity.

* As per Freud’s theory of personality, a human has 3 parts, id, ego and superego. Id is the most basic or direct instinct of a person, which says as it feels or desire. It acts on its own and has no barriers. Id develops within a human at the earliest stage, even when they can’t talk or voice their desires. A baby has Id, for say, when a baby wants to walk around within the arms or lap of another person, it indicates through waving hands or by simply starting to cry.

The, with time, the baby develops Ego and Superego. Ego is the logical side, or the moment when a person actually develops the consciousness, the ability to think, judge and phase out of the innate hunger to do as one wishes.

Superego on the other hand, is almost the opposite of id. Superego builds up or talks as it gets trained through the society. The society where the human lives in, teaches them culture, norms, values, rights and wrongs. So, Superego always tells to take the noblest approach as the society would love.

Ego is the mediator between Id and Superego, also the difference maker in decision making.

As per our example, Id tells to start crying to get up in the lap of another. Superego will tell that it is not modest to get up in the lap as the person is no more an infant. Ego, here will step up and maybe tell that ask the adults to take you in the lap only when there is no one around, or you are truly tired.

* Piaget suggested that there are four different stages of cognitive development. The stages are Sensorimotor stage, Preoperational Stage, Concrete Operational Stage, and formal Operational Stage respectively.

At the Sensorimotor Stage, everything is about the motor senses. That is the baby is driven by how its motor skills works, touch as it sees, licks as it finds. Say, if you give them a toy, the baby will start licking it.

As the baby grows, they enter into the second stage, preoperational stage where they can slowly contemplate or try to understand things. They will ask a lot of questions, why this, why that. Their questions are limited to what they experience. Say you ask them to not lick toys, their response will be “Why should they not?” If you ask them where did they learn being a bad boy, they will say “Daddy taught them.”

At 6 or 7 years they enter concrete operational stage and understand that the world is big and not limited to what they experience only, they try to understand that other people do not think like them. They try to understand others by observing the connection between events. So, now if you ask the kid who does their daddy loves the most, they might answer their younger siblings because Daddy spends more time with the new one.

Now at age 12, a person finally enters the formal operational stage where they develop rational thinking. With their own logic they find out meanings. If you ask them if its okay that their parents are more invested in the younger one, they might say, “Yes, because younger kids need more care and attention.”

Mead talks about the stages that one goes through to become who they are today. The stages here are Imitation, play stage, game stage, multiple roles in multiple situation stage.

At the first stage, Imitation, we copy whatever we see. So, if the baby sees their parents patting the pet at the house, the baby will also try to do the same.

In the next stage, the baby does not only imitate certain actions, it also plays as being in the role of that. Now, the baby may try to role play as the mother with their toys, filling up foods, cooking etc.

In the game stage, we also learn to take multiple roles in a situation. We learn how rules works, and how it can differ between people. So, at this stage we won’t do as we like, we will take roles in response to others. That is like when kids take part in police-thief games, and as per whether they are police or thief.

The last stage is when we learn take multiple roles in multiple stages. So in this stage, we understand that not everyone is bound to the same rules, and while playing police-thief games, we don’t get angry or frustrated when younger ones do not adhere to the rules that I made up.