

Psychological Development in Preschool Age



Sharda Goyal
Principal,
Deptt. of Education,
Arya Mahila Vidyapeeth,
Bharatpur, Rajasthan

Abstract

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. Developmental psychologists aim to explain how thinking, feeling and behavior change throughout life. This field examines change across three major dimensions: physical development, cognitive development, and socioemotional development. Within these three dimensions are a broad range of topics including motor skills, executive functions, moral understanding, language acquisition, social change, personality, emotional development, self-concept and identity formation.

Although each child develops at his own rate and in his own unique way. Children in a given culture all share some aspects of development psychological function and changes are those involved in a growing mind or intelligence we constantly should be mindful of the fact that. Although children all change with age. They show very great individual differences in the various aspects of their development for instance. Among a group of 4 year olds in a nursery school. One may find children who still talk very much like babies along with others of the same age who sound much like adults in their speech.

Keywords: Physical Growth, Cognitive Development, Imagination Perceptive, Preschool Age

Introduction

Child development refers to the process through which human beings typically grow and mature from infancy through adulthood. The different aspects of growth and development that are measured include physical growth, cognitive growth, and social growth. Child development focuses on the changes that take place in humans as they mature from birth to about age 17. Throughout history, there have been many theories on how we develop throughout childhood. Some of the most recognized include those developed by Sigmund Freud, Erik Erikson, and Lev Vygotsky.

Sigmund Freud devised a psychosexual stage theory of development. He believed that children move through specific stages of development due to innate unconscious sexual drives. Freud's stage theory ends at adulthood.

Erik Erikson also created a stage theory of development, but this is a bit different from Freud's. Erikson focused more on social relationships as a driving force in development and referred to the developmental tasks as psychosocial stages. Erikson's theory is one of the most comprehensive and covers human development from birth through old age.

Lev Vygotsky's theory of development also focuses on social interactions as important in development. His theory views children in an apprentice role with parents mentoring them through developmental tasks.

Munroe Development is series of change in which an organism passes from embryonic stages of maturity.

Childhood is the time when the individual's basic outlooks, values and ideals are to a great extent shaped. Health growth is closely allied to favorable living conditions. Factors such as poorly planned or unplanned recreation and rest, improper diet, badly ventilated living quarter as well as deficient inheritance are conducive to underdevelopment.

Development is not limited to growing larger, instead it consists of a progressive series of changes towards the goal of maturity. Development results in new characteristics and new abilities on the part of individual.

Most everyone agrees that babies are cute, but what is going on with babies developmentally? The period of infancy begins at birth and

ends at two years of age. It's the most rapid period of growth throughout the lifespan. During this period of child development, human beings go from being helpless, reflexive babies to olders who can communicate and reason.

Review of Literature

Gesell, A. (1925). The mental growth of the pre-school child: A psychological outline of normal development from birth to the sixth year, including a system of developmental diagnosis.

The investigation on which this book is based was begun some six years ago and has put the writer under an increasing sense of indebtedness to many persons who have lent their assistance. Current tendencies in child hygiene and education are bringing the pre-school years into a new perspective. There are scientific as well as practical reasons for giving special consideration to this foundational period of childhood.

Developmental and social influences on young girls' early problem behavior.

Keenan, K., & Shaw, D. (1997). A developing body of research suggests that there are few sex differences in the rate and severity of problem behavior in early childhood, but clear sex differences emerge at about 4 years of age. They find moderate support for both hypotheses and present a comprehensive theory of girls' developmental psychopathology that integrates social and developmental influences.

Biological and psychological development of executive functions

Donald T. Stuss 2015 The purpose of this overview is to provide a background for understanding the relation between the biological maturation of the frontal lobes and the development of the psychological concept of executive functions.

Measures of social and emotional development

Tamara G. Halle Kristen E. Darling-Churchill 2016, This paper provides a critical review of measures of social and emotional development in early childhood for use within large-scale national surveys of child well-being and evaluations of early childhood interventions and initiatives.

Aims of the Study

From one stage to another, a child's mental development demonstrates that beyond the complexity of factors and functions and the variety and contrasts of the crises that punctuate it, there is a certain unity, interrelatedness, both within each stage and across stages. To treat the child fragmentarily is contrary to nature. At each age he constitutes an indivisible and original whole. In the succession of different periods, he remains one and the same being undergoing metamorphoses. Composed as he is of contrasts and conflicts, his whole self will only be that much more capable of further enrichment. By the psychological development they improve themselves into the adult, when we can know about the changes in the every stage we can provide them a better atmosphere to a good development. Our role in social development of the children we care for is to provide good example, opportunity, and activities that

encourage good social skill. To enhance cognitive development each child should be given many chances to experience the satisfaction of confronting a problem and thinking about how they can solve it. Like this for to physical and mentally development we should promote them to nutrition and physical act. We know that very young children have short concentration span and find it difficult to focus on one activity for more than a few minutes so we would expect them to sit an activity for half an hour.

Aspects of Development

Various aspects of a child's development are continues with former and succeeding aspects and are closely interrelated with one another. Also a child's manner and rate of development constantly vary from day to day consequently in this text we separate the elementary school years into two groupings early elementary (ages 5 through 8 or kindergarten through grade 3) and middle elementary (ages 9 through 11 or grades 4 through 6).

The more important aspects of psychological development of an age group include

1. Rate of physical growth.
2. Achievement of control and dexterity of motor skills.
3. Changes in motivation including the concept of self.
4. Growth in personal-social relations.
5. Cognitive or percept-concept development.
6. Language development.
7. Modification of time and imaginative perspectives.

Rate of Physical Growth

At ages 3 and 4. A child's physical growth rate is slower than at any other time between infancy and pubescence. A child of this age usually eats regular meals plus midmorning and midafternoon snacks. However his appetite is not peculiarly keen.

During this period muscle development accelerates to the point that about 75 percent of a 5 year Old's weight increase is due to muscular development whereas a 3 or 4 year Old's head growth is quite slow. His limb growth is rapid and his trunk growth is intermediate his body grows taller and thinner and comes to have proportions and to appear more like that of an adult. Preschool-age children are alert. Excited exciting and curious they especially are curious about the nature of many objects and activities around them these include cars. Animals the sky. Sources of food sources of babies a nd anatomical differences of boys and girls 3-of-4 years - old definitely is aware of himself as a person and he wants and likes to do things for himself. His self-awareness consists largely of consciousness of what he can do how he feels. And how he perceives the actions of others as they relate to him. As part of his self-realization a preschooler is quite aggressive at times as he asserts himself and attempts leadership over others.

Cognitive and Language Development

Three and 4 year olds want to find out about most everything they touch see. Or hear it is through their touching seeing and hearing objects and events that they form concepts or ideas through their asking

countless questions they manifest their great curiosity. During the two preschool years children are very talkative moreover they move about and talk simultaneously in their talk they enthusiastically try new words. Four year olds often use all sorts of silly words and sounds in a joyous fashion they also exercise some of the more famous "bathroom" and swear words of their culture

Language develops rapidly during the preschool years. Most children adding from 500 to 600 words per year to their speaking vocabulary between the ages 2 and 5 thus a vocabulary of a few words is expanded into one of 2000 or more their understanding vocabulary is even larger

Modification of Time and Imaginative

The preschool period is one of imaginative enterprise and creative. Joyous play the imaginative dramatic play takes up much of each day's time this is the period of the "big line" "imaginary playmate" and very real dreams since a child of 3 or 4 makes little or no distinction between imaginative and concrete reality these figment really are not lays at all.

Physical Growth in Early Elementary Period

By the time a child reaches 5 his growth has dropped to a steady rate which will continue for six or seven year until the advent of the "adolescent growth spurt" during the four-year early elementary growth period the average height and weight of boys changes from about 43 ½ inches and 43 pounds to 51 inches and 61 pounds that of girls changes from about 43 ½ inches and 42 pounds to 51 inches and 62 pounds.

Motivation and Cognitive Development

During the early elementary years children work hard at becoming independent persons. They find their own way to school make choices of friends. Often choose what they find their own way to school make choices of friends often choose what they are going to wear on most occasions and seek responsibilities that give self-satisfaction.

During early elementary childhood one learns best through active participation in and study of concrete situations a child's curiosity leads him to ask questions such as what is that. Thus he discovers shapes sights sounds feels tastes and smells in his world he recognizes things all around him and feels a need to understand them and how they work.

Middle Elementary Years

The middle elementary years cover ages 9 through 11 and grades 4 through 6 the most dominant characteristic of children of this age is their tendency to be together in gangs or clubs just for the sake of being with their pals gangs or clubs not only include certain boys or girls of the same sex they also exclude others often for reasons which to adults would seem inadequate and superficial.

Motivation and Cognitive Development

A middle elementary child displays greater responsibility dependability and reasonableness than does one of younger age however routine hygienic practices are of little interest to him.

A middle elementary age child is a person with sufficient physical and mental strength to maintain himself in a simple society in a modern western culture it behooves him to recognize that he

is dependent upon adults for food clothing shelter and luxuries and to some degree his ideas although he is cognizant of cultural demands upon him he does not always heed.

Them he is not enthusiastic about dressing for conventionality rather than comfort and using proper methods of communication when others will transmit ideas just as well.

Social and Language Development

Between ages 9 and 11 children's social environments expand tremendously and their world view is a rapidly changing one in their world (life space) the gang is of paramount importance heroes and heroines constantly rise to challenge the place of earlier ones.

Most children in middle childhood can ably use words as tools for self-expression they discuss current affairs with much understanding they also describe experiences of groups or individuals and express themselves in well-structured sentences

In reading they recognize at sight a wide range of words they divide words in to syllables and they can read ably in various subject matter areas also they have developed ability to identify words that are spelled alike but are different in pronunciation and meaning. They can write stories diaries and interesting letters on experiences in and outside school

Time and Imagination Perceptive

Children's mathematical and scientific knowledge varies with cultures regions and generations however fifth and sixth- grade children are likely to comprehend concepts such as zero few several and hardly they also are coming to see the relationship between the spaces which they directly experience and those indicated on maps but their concepts of historical time still are somewhat inadequate a relative perspective of periods of history is not yet achieved however during the latter part of middle childhood as time and space perspective is achieved children are fascinated by the study of distant places and remote future time.

Conclusion

From one stage to another, a child's mental development demonstrates that beyond the complexity of factors and functions and the variety and contrasts of the crises that punctuate it, there is a certain unity, interrelatedness, both within each stage and across stages. To treat the child fragmentarily is contrary to nature. At each age he constitutes an indivisible and original whole. In the succession of different periods, he remains one and the same being undergoing metamorphoses. Composed as he is of contrasts and conflicts, his whole self will only be that much more capable of further enrichment.

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