

Alyson Palacios

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Maret

## Chapter 5

6. There are two phases in the preoperational period: Between the ages of two and four, children go through the Symbolic Function Substage, which is distinguished by the child's ability to adhere to an object that is not there and a reliance on a perceived notion when solving problems. The 4–7 year Intuitive Thought Substage is characterized by a greater reliance on good judgment than just awareness. Children at this age ask a lot of questions as they use limited rationalization to endeavor to comprehend other people around them.

Pretending is a popular pastime. An example of a symbolic function substage is pretending to play. A toy has characteristics beyond how it was intended to work and can be used to stand for a character or object that was not originally intended. A teddy bear, for instance, can be played as a person or a princess in a fairyland. As for Intuitive Thought Substage, egocentrism is shown in early childhood, the inability to see things from another person's point of view and their willingness to assume that everyone has the same thoughts perceives, and has the same emotions as they do. A child with egotism cannot infer the perspectives of others and instead gives situations his viewpoint. I met a girl that was in the toy store. She wanted to buy a princess doll that was quickly running out of stock and thought she would not get one because everyone would like to buy it.

15. As a parent with a prospective preschooler, I would want my children to have the best education. However, before putting my children in daycare, I will conduct online research on the preschool center's policies for treating children and employees before speaking with the director. In other words, I would have to do homework. When employees are treated well, they are more likely to enjoy their work and, therefore, more willing to collaborate closely with the kids. I want the teachers to provide the best care for my children. Knowing how much experience the teachers have in education will clear my understanding and be more confident in the school. It would be wise to speak with my other friends who have kids at the daycare to find out their input/ feedback, what they think of the atmosphere their children attend, and if they are having any problems in the school. It would be beneficial to learn about the school and the neighborhood. If there are a lot of crimes happening there? What is the preschool's teaching style/method? How much experience do the teachers and the staff have? Are there possibilities for active play so my children can grow in their fine and gross motor skills? Does the school lunch have a balanced diet? How would the staff handle it when a child is teased or bullied? How many teachers will be in the classroom? Will my child be taken outside of the classroom? I would also ask the school's director what a typical day would look like. Will they take a nap, and where? Will there be an equal amount of activities for social growth and academics? Will there be art or music? Will the children watch movies too?

9. Piaget asserted that thought came before language. A child first develops the capacity for thought before picking up speech. According to his theory, a child learns language through investigation and discovery. Piaget asserts that the development of schemas precedes the development of language. Children must first comprehend a concept before explaining it. Children can be taught vocabulary beyond their comprehension, but they will only be able to use it effectively once they do. Vocabulary can be taught to children that exceed their comprehension, but they will only be able to use it effectively once they have mastered it. Children start thinking metaphorically, forming ideas, and cognitively representing images between the ages of 2 and 7. However, children are not able to comprehend and express the viewpoints of others. Children might be unable to reason or look past their self-centered views. However, they need help with control but demonstrate the belief that actions can not be undone or reversed. Private speech is developed.

According to Vygotsky, language is one of the fundamental language expressions. It is used for communication and information sharing and encourages children to think independently. According to Vygotsky, thought and speech is two distinct, maintained procedures that connect around the age of three. Moreover, Vygotsky believed that language internalization led to the development of cognition. The social environment affects a child's cognitive growth and worldview. According to Vygotsky, children are taught most of what they know from the community where they are raised. This suggests that since language establishes the basis for thought and develops into the most crucial education tool as a child ages, it empowers as the critical societal mentorship method. Additionally, personal speech contributes to language development.

16. Youngsters regularly engaging with other kids at school is the main characteristic of their emotional and personality development. Erik Erikson's theory of psychological evolution has three stages, the third of which is initiative versus guilt. Kids begin to express their dominance and control over the world by controlling activities and other social interactions while in the industry versus guilt stage. This manifests as the eagerness to take on new challenges, participate in or create activities with others, and playfully use new abilities. The young child starts to understand that they have control over both the world and themselves. Activities and creativity become significant at this point. Giving kids the opportunity and motivation to play makes them more enthusiastic about having some authority over their actions. Children usually see their mistakes as weaknesses and believe they are "bad." They start to develop guilt. At this age, a youngster who experiences guilt more than initiative learns to avoid risks out of fear of not succeeding. A healthy balance between initiative and guilt is necessary for success at this stage. Without initiative, children, in the future, can evolve a fear of trying new things.

Ch 6 Q:21. Baumrind uses the four basic parenting philosophies: authoritarian, authoritative, neglectful, and indulgent. Each parenting approach affects children's behavior

differently and can be recognized by certain traits and the amount of sensitivity and parental control. Authoritarian parenting is a severe, punishing method in which parents command their children to obey them and respect their work and effort. Children who grow up in an authoritarian household are more likely to be the most well-behaved because of the repercussion of misbehavior. This teaching approach may produce kids who are more aggressive but also timid, awkward around others, and incapable of making their judgments. Children struggle with controlling their anger due to inadequate direction. Children have low self-esteem, which contributes to their bad decision-making. Strict parental guidelines and penalties frequently encourage kids to defy authority as they age. While encouraging independence in children, authoritative parenting nonetheless provides restrictions and guidelines on what they can and cannot do. According to research, the child and the family will benefit most from authoritative parenting. Children develop to be independent and self-disciplined. Parents that exhibit a neglectful parenting style are absent from their children's lives. Children develop self-esteem and behavioral and academic problems. Parents who practice indulgent parenting are very involved with their kids but don't put too many demands or restrictions on them. Children have more freedom, but this can lead to bad habits. Children who grow up in this parenting style typically have some sense of self-worth and good social abilities. They have the potential to be reckless, unreasonable, egotistical, and uncontrolled.

Ch 6 Q:24. The pros of working moms are that they can be an inspiration or a role model for their children. Working mothers provide admirable examples. Children need to understand

that women shouldn't just be housewives. An alternative is for a woman to work outside the home and seek a career. Children learn from this that a woman's job can involve a successful career and household duties. This shows how girls can also be mothers and have successful careers. Hard work is displayed when a mother works at home and outside.

Children with working mothers develop independence. When they don't see their mother all day, they are forced to do their homework, put on their uniform, get ready, and do other things independently. The child becomes more responsible and performs all these minor activities by themselves. They stop depending on their mothers and help them by getting things done and not having their mothers worry about more things. A woman who works further increases the benefit of supporting the family financially. It's advantageous since a wife can assist her husband financially. In addition, they're developing critical life skills. Due to the ease with which the family can function financially and the fact that the parents can afford it because of their strong salary level, the children also receive the most outstanding care possible.

Working mothers should be more involved in their children's lives. However, a responsible and dependable child can get lonely. Working mothers may have regret and powerlessness since they cannot attend school events because of work. Such situations could lead to youngsters developing depression, which would have a more significant negative impact on their health. Working mothers cannot give their children the time and attention they deserve. In this approach, the children cannot express their emotions and are forced to keep quiet in sensitive situations. They become more reserved and cannot communicate their feelings to their parents. Working mothers lose a lot of their children's milestones. For instance, their first word or step.

Ch 6 Q:28. Both benefits and drawbacks of media and screen time exist. Children can find entertainment while using screens. They use computers, tablets, or phones to communicate with their loved ones. Kids who watch more screen time may be more likely to adopt healthy habits like regular exercise, better eating habits, and more restful sleep. Children can watch educational television programs like those on the Discovery Channel to learn new things. Digital resources and video lectures conducive to learning for use in the classroom can encourage students to retain the information they may find challenging. By providing families with ideas for carrying on their children's education at home, schools and teachers can use digital media to increase parental involvement. Children who spend much time on their screens spend less time with their families. They communicate less, spend less time together, have a closed relationship, etc. The fact that they make friends or learn how to interact with others, particularly at work, may impact them in the future. Children who spend a lot of time on screens or the media are diverted from their homework, which can affect their academic performance. A rise in screen time restrictions results from kids' social lives. They spend less time playing, interacting with others and exercising. Obesity or being overweight can result from a lack of exercise. Children who use screens all night long may develop bad sleep schedules.

Chapter 5 Q:14. Child-centered kindergarten focuses on educating the whole child, particularly on individual differences, the learning process, and the value of play in development. In the Montessori method, teachers serve as guides while letting the kids select from various activities. The choice of activities is given to kids with liberty and creativity. They aim to foster

self-regulatory thinking skills who can make decisions and control time productively. They downplay the importance of verbal exchanges in the social and emotional process. The developmentally appropriate practice emphasizes each child's individuality and age-appropriate patterns typical of children. Every child develops uniquely, according to the fundamentals of a child-centered kindergarten. Age-appropriateness and the uniqueness of each child are the foundations of this study, which is premised on the child's learning habits of children in a particular age range. Real-world interactions with individuals and learning materials are the most effective learning method. Children's overall growth benefits from play. To try to break the cycle of poverty, the government in the USA has launched initiatives like "Head Start." It has been demonstrated that successful programs benefit poor children. The objective of this work, an accommodative platform, is to give low-income children a chance to gain the knowledge and experiences necessary for academic achievement.