

Session 3

Landmarks of Development: Physical, Cognitive, Social and Moral Development

A. Introduction

The development in learners is seen in every stage of advancement that was marked by the proponents of learning principles and theories as teaching and training aids for teachers and parents to understand the development episodes in every individual. These development episodes take place at a certain period in physical, intellectual, moral and socio-emotional aspects.

B. Session Objectives

1. To explain the strong need for teachers to have a clear understanding of the landmarks of the human development.
2. To analyze the characteristics of individuals in the different stage of human development and its implications to teaching and learning process.

C. Session Content

1. Topic 1

TYPES OF CHANGE IN DEVELOPMENT

Types of Change in Development

A. The major types of change are:

1. **Change in scope and size.** Changes in physical and mental growth.
2. **Change in Proposition.** Physical development is not limited to size or dimensions, but also mental and emotional development.
3. **Fading of old features.** Some of the missing features are some basic movements that evolve into more complex movements.
4. **Acquisition of new features.** New features such as front and side teeth and baby hair are acquired. New characteristics were also acquired, such as curiosity about things and physical characteristics. The volume and pitch of the sound will change.

LANDMARKS OF DEVELOPMENT

Sequence of Development

A. Sequence of development may be considered under four headings:

1. Motor development in the head region

- a. When you smile, laugh and wink, the facial muscles are under control. These qualities develop over time, especially when learning to correct movements shows pleasing behavior.
- b. In terms of coordination of eye movements, the eye is already able to move in horizontal, vertical and circular directions following a moving object. This is also the stage where we observe head-related reflexes.

2. Motor development of the arms and hands:

A. Eye-hand coordination:

1. Reaching and grasping, which is expected in cases where the hand accidentally touches a stimulus, requires eye-hand coordination or eye-hand cooperation, with the first guiding the movements of the second.

3. Motor development in the trunk:

- a. The baby turns the head, shoulder, then the pelvis, and finally he can turn the whole body by pushing, kicking the legs. The trunk area is a source of power for movement.

4. Motor development in the legs:

- a. The ability to walk does not develop quickly. Movement progresses from kicking, learning to stand and taking small steps are the basic movements of a baby's legs before he learns to walk effectively.

a. Stages in the pattern of motor movements:

1. Rolling and hitching

- a. Movement of the body is facilitated by the hands and arms following the push of the legs or light strokes.

2. Crawling and creeping

- a. When crawling, the body is on the ground so that the stomach touches the ground.

3. Standing

- a. The baby initially stands with feet apart, toes turned in, knees locked and head and upper body lifted forward.

4. Walking

- a. The baby walks with support when he acquires the ability to stand alone.

B. Development of Skills

1. Studies have revealed that most children pass through similar stages in their mastery of skills.

These skills are:

- a. self-feeding. He will learn to do this and he will also learn to use a spoon and fork while eating.
- b. Get dressed. A child learns to take off clothes before he learns to put them on.
- c. Writing. He scribbles and then makes symbol units.
- d. Throwing and catching the ball. "The ability to throw a ball requires excellent static and static-dynamic balance, precise timing of delivery and release, good hand-eye coordination and proper action of fingers and hands, body and head. and feet to control the trajectory of the ball."

2. Pattern of Development

- a. The patterns of development of leg skills are:

a. Running. Running is just fast walking, accompanied by many falls.

b. Jumping.

- c. **Skipping and hopping.** A child learning to skip introduces first a jump then skips with one foot, using a running step with the other.

- d. **Galloping.** He runs first then throws weight on the forward foot.
- e. **Climbing.**
- f. **Swimming.** In learning swimming, the opportunities to learn is very much considered because this is highly coordinated type of skill, and requires more practice than any other skills of childhood.

Causes of Delayed Motor Development

1. **Poor physical condition.** A child who is physically weak will be slower in his motor development than a healthy child.
2. **Size of the body.** Small boned, thin, and muscular babies have been found, in general, to walk sooner than short, rotund, or exceedingly heavy babies.
3. **Intelligence.** The child who is mentally deficient is likely to be below the norm for his age in motor development.
4. **Lack of opportunity to develop muscle control.** Whenever practice is delayed, motor development is also delayed.
5. **Lack of incentive to develop muscle control.** Lack of motivation on the part of the children would mean the delay of motor development.
6. **Emphasis on specific movements.** Teaching specific movements are perfected very often delays the acquisition of skilled movements.
7. **Fear.** Forcing the child to carry out a skilled movement before his muscles and nervous system are ready for it results in delayed motor control.

3. Topic 3

Patterns of Social Development

1. **Pre-social behavior.** The baby shows contentment in the presence of others but is discontented, unhappy, and "fussy" when by himself.
2. **Beginnings of social behavior.**
 - a. **Imitation.** The child imitates those around him, both adults and other babies.
 - b. **Timidity and shyness.** This is often called as "strange age" because this is the period when baby fears strangers.

- c. **Rivalry.** During the second year, the baby tries to take the toys of others because this gives him pleasure.
- d. **social cooperation.** The child plays with the adult where the adult is willing to do the lion's share of giving up and taking.
- e. **Resistant behavior.** The baby refuses to do what is asked him and he expresses this refusal by tensing the body and crying.

Forms of social behavior:

- 1) **Negativism.** It is a form of exaggerated resistive behavior "replete with all of the emotional concomitants of infantile self-assertion". (Ausubel, 1950)
- 2) **Aggression.** This is a common reaction to frustration. Aggressiveness may come from the child's desire to have attention and to demonstrate his superiority. It may be a form of self-protection arising from the fact that the child feels insecure and is on the defensive. Or it may be an expression of jealousy on the child's part.
- 3) **Quarreling.** Quarreling occurs whenever one child attacks another child's person or property. It takes many forms: the most usual are destroying the other child's work, taking away the toys the other child is playing with, screaming, crying, and actual bodily attacks, such as biting and pushing. It is always the parents or teachers who put an end to the quarrel. Children from lower socio-economic status quarrel more than those from higher socio-economic status. Children who get around more and have more contacts do more quarrels.
- 4) **Teasing and bullying.** These two forms of behavior are related to quarreling.
- 5) **Rivalry.** One of the most common forms of competition is claiming one's material possessions.
- 6) **Cooperation.** The more opportunities given to the child to be with other children the earlier he will learn to cooperate with others.
- 7) **Selfishness.** Selfishness or unselfishness is determined by the age of the child and the socio-economic condition of the family.
- 8) **Social approval.** Absence of social approval causes the child to be unhappy and behave in a socially unacceptable way. At first, he needs more

the approval of the adults than other children but later the approval and disapproval of his friends mean more to him than that of adults.

9) **Sympathy**. Sympathy is a form of social behavior in which a child is affected by the emotional states that another individual, whether it be adult or child, experiences.

4. Topic 4

Factors Influencing Moral Development

A. The following are the most important factors that influence moral development:

1. *Family*.

The influence of the family takes four forms:

- a. The family's behavior acts as a model for the behavior of the child, who imitates what he observes in others.
- b. By the use of approval or disapproval, reward, or punishment, the family teaches the child to behave in a socially desirable manner.
- c. By planning the punishment to fit the mis- recognize the severity of his wrongdoing.
- d. The family can do much to motivate the child to do right.

2. *Playmates*. As the child grows older the influence of group is very strong.

3. *Schools*. When the relationship between teacher and pupils is good, the general morale of the class improves.

4. *Recreational Activities*. It is assumed that the child's moral standards are influenced by his reading, parents and teachers encourage children to read books which will contribute to the establishment of desirable concepts.

5. *Intelligence*. Intelligence is needed also to be able to distinguish between right and wrong and to be able to foresee the consequences of his acts.

6. *Sex*. Boys and girls do not differ in morality as a result of native factors. On the other hand, culture does not expect the same behavior pattern of girls that it expects from boys.

D. Conclusion

With all the landmarks of development expresses an idea that it is person-based and it occurs on a particular stage of development. It is likewise progressive in nature that is why parents and teachers play a significant role in supervising the development of the child in two different environment which are the school and the home.

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