

## LECTURE NOTE

**COURSE CODE: HSM 420**

**COURSE TITLE: GROWTH AND DEVELOPMENT OF THE YOUNG CHILD II**

**COURSE UNIT: 2UNITS**

**COURSE SYNOPSIS:** Review of principles and theories of development, language development in the young child, Genetic and peer influences on personality development, Biological and Environmental influences on Sex-typed behavior, Emotional factors on personality development, Social development in early childhood-sex-role identity, Internalization, Self control, Aggression and pro-social behavior. Cultural variation in family socialization.

### **Course Objectives**

At the end of this course, students should be able to:

- Discuss the principles and theories of development
- Discuss the theoretical framework of language development
- Discuss genetic influences on personality development
- Describe the emotional factor on personality development
- Describe the relationship between the biological and Environmental influences on sex-type behavior
- Discuss the factors that influence aggression and pro-social behavior

### **LECTURE I**

Introduction – Review of principles and theories of development

General concepts and principles of Human Development.

There are some basic concepts in developmental psychology. These are: Growth, Maturation, and Learning.

- a. Growth:- Comprises majorly of the physical development, and this consists of:
  - The stabilization of the skeleton
  - Increase in height and weight
  - Change in size and functional capacity of internal organs of human beings
- b. Maturation:- Refers to a particular level of functional ability . It makes achievement of certain patterns of behavior possible.

- c. **Learning:** Essentially the relatively permanent modifications in behaviours. This is a change in performance that results from experience, special training, observation and/or exercise.

**General Principles:** These are general principles that govern the understanding of human development. The principles are wholistically rather than independently.

These principles are:

- **Growth trend principles:** These indicate the direction of growth and its gradient in the human organism.
- **Principle of asynchronous growth:** Emphasizes the development of one part of the body before another.
- **Complexity of growth rate:** Indicates the intricate complexity involved in the process of development.
- **Principle of differentiation:** Indicates the process of development from the mass to the definite, from simple to complex, and from general to specific.
- **Principle of individual differences or uniqueness:** This refers to the uniqueness of individual, for no two persons are exactly the same.

## Theories of Child Development

There are four primary theories:

Psychoanalytic, Learning, Cognitive and Sociocultural

- Each offers insight into the forces guiding childhood growth.
- Each also has limitations, this is why many developmental scientists use more than one theory to guide their thinking about the growth of children.

## LECTURES II & III: Language Development in the Young Child

- Language development is a process
- Starts early in life, usually around age one
- It is biologically given and nothing can it
- Children's language development moves from simple to complex

What are Speech and Language?

- They are tools that humans use to communicate or share thoughts, ideas and emotions.
- Language is the set of rules shared by the individuals who are communicating, that allows them to exchange those thoughts, ideas or emotions.

## Theoretical Frameworks of Language Development:-

There are four major theories:-

- i. The behaviourist theory – Proposed by B. F. Skinner – Suggests that language is learned through operant conditioning.
- ii. The nativist theory – Proposed by Noam Chomsky. Chomsky is of the opinion that children have what is called LAD – an innate language acquisition device that allows children to produce consistent sentences once vocabulary is learned.
- iii. The empiricist theory – this emphasizes the volume of information in the linguistic input that children receive.  
This approach is characterized by the construction of computational models that learn aspects of language and/or that stimulate the type of linguistic output produced by children.
- iv. The interactionist theory: Consists of 2 components:
  - It's combination of both the nativist and behaviourist theories.
  - Language development in middle childhood
  - By the age seven years, almost all children have learned a great deal about their language.
  - Children improve their use of language and expand their structural knowledge
  - There are 3 types of changes in language usage:
    - a. Children begin to use language for their own purpose
    - b. Language becomes less literal.
    - c. Children are able to communicate with other more effectively.

## **LECTURE IV: Genetic and Peer influences on Personality Development:**

- Science of genetics is the study of heredity.
- Personality – to social scientist, it is the sum total of behaviours, attitudes, beliefs and values that are characteristic of an individual.
- Personality development: the development of the organized pattern of behaviours and attitudes that makes a person distinctive.
- Genetic influences on personality development:
  - Biological factors e.g. hormones, brain structures influence an individual's behavior
  - Complex human behavior are not determined by single genes.
- Peer influence on personality development:
  - Peer groups – normal, necessary and healthy part of adolescent development.
  - Peer groups provide the security of a “safety net”.
  - Peer influence can also be very negative
  - Teens may be involved in risky behaviours as result of peer influence.

## **LECTURE V: SOCIALIZATION**

- Home environment has the most direct impact on young children's development
- Home environment shapes children's personality, promotes values, and patterns of behaviours

### **Cultural Variations in family Socialization:**

- Cultures differ in social complexity, economic development, cultural belief systems and domestic living arrangements.
- Most families fall into one of the following patterns of interaction with their children:
  - i. Authoritarian parents
  - ii. Authoritative parents
  - iii. Permissive parents

### **Factors Influencing Family Interaction Pattern:**

- Psychological characterization of parents
- Single-parent family
- Feeling of abandonment by children from a single-parent family
- Child's interaction with the community

## **LECTURES VI & VII**

Seminar presentation by students on the following topics

1. Biological and Environmental influences on Sex-typed behaviours
2. Emotional factors on personality development
3. Aggression and pro-social behaviours