

COURSE CODE: HSM 420
COURSE TITLE: GROWTH AND DEVELOPMENT OF THE YOUNG CHILD II
NUMBER OF UNITS: 2 UNITS
COURSE DURATION:

COURSE DETAILS:

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Office Location: Department of Home Science and Management
Other Lecturers:

COURSE CONTENT:

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 REQUIREMENTS:

READING LIST:

LECTURE NOTES

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 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