

Quadrant II – Transcript and Related Materials

Programme: Bachelor of Arts (First Year)

Subject: Psychology

Course Code: PSG 101

Course Title: Child Psychology

Unit: Unit 3 – Early and Middle Childhood

Module Name: Cognitive development: Developmental theory of Piaget

Name of the Presenter: Asst. Prof. Maria Fatima D'costa
M.E.S. College of Arts and Commerce,
Zuarinagar, Goa.

Glossary of terms/words:

- **Accommodation** - Piagetian concept of adjusting schemes to deal with new information or experiences.
- **Animism** - The belief that inanimate objects have lifelike qualities and are capable of action.
- **Assimilation** - Piagetian concept of using existing schemes to fit new information and experiences.
- **Centration** – The focusing of attention on one characteristic to the exclusion of all others.
- **Cognitive Processes:** Changes in an individual's thought, intelligence, and language.
- **Conservation** - In Piaget's theory, awareness that changing an object's appearance does not change its basic properties.

- **Coordination of Secondary circular reactions** - Piaget's fourth sensorimotor substage, which develops between 8 and 12 months of age. Actions become more outwardly directed, and infants coordinate schemes and act with intentionality.
- **Egocentrism** - The inability to distinguish between one's own and other's perspective.
- **Equilibration** - A mechanism that Piaget proposed to explain how children shift from one stage of thought to the next.
- **Hypothetical-Deductive reasoning** – Piaget's formal operational concept that adolescents have the cognitive ability to develop hypotheses, or best guesses, about ways to solve problems, such as an algebraic equation.
- **Internalization of schemes** - Piaget's sixth and final sensorimotor substage, which develops between 18 and 24 months of age. In this substage, the infant develops the ability to use primitive symbols.
- **Intuitive thought Substage** - Piaget's second substage of preoperational thought, in which children begin to use primitive reasoning and want to know the answers to all sorts of questions.
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- **Object Permanence** - The Piagetian term for understanding that objects and events continue to exist, even when they cannot directly be seen, heard or touched.
- **Organization** - Piaget's concept of grouping isolated behaviors and thoughts into higher-order, more smoothly functioning cognitive system.
- **Pretend Play** – Play in which the child transforms the physical environment into a symbol.

- **Primary circular reaction** – A scheme based on the attempt to reproduce an event that initially occurred by chance.
- **Schemes** - In Piaget's theory, actions or mental representations that organize knowledge.
- **Secondary circular reactions** – Piaget's third sensorimotor stage, which develops between 4 and 8 months of age. In this substage, the infant becomes more object-oriented, moving beyond preoccupation with the self.
- **Sensorimotor Stage** - The first of Piaget's stages, which last from birth to about 2 years of age; infants construct an understanding of the world by coordinating sensory experiences with motoric actions.
- **Simple reflexes** – Piaget's first sensorimotor substage, which corresponds to the first month after birth. In this substage, sensation and action are coordinated primarily through reflexive behaviors.
- **Symbolic Function substage** – Piaget's first substage of preoperational thought, in which the child gains the ability to mentally represent an object that is not present.
- **Tertiary circular reactions, novelty & curiosity** – Piaget's fifth sensorimotor substage, which develops between 12 and 18 months of age. In this substage, the infants become intrigued by the many properties of objects and by the many things that they can make happen to objects.

Possible misconceptions/clarification

NIL

Case Studies and Additional Examples/Illustrations

NIL