

UNDERSTANDING CHILDHOOD: DEVELOPMENTAL PERSPECTIVE

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Development describes the growth of human beings throughout the life-span, from womb to tomb which refers the qualitative and quantitative changes in child's growth. Development includes various changes which fall into four broad domains: i)physical development, ii)cognitive development, iii)psychosocial development, iv)moral development.

DEVELOPMENTAL PERSPECTIVES

- There are various ways to analyze and understand human behavioral variety of perspectives in child development can be utilized when studying as to how individuals think, feel and behave. Different perspectives on development explain as well as predict behavior that can be observed. The various perspectives are:
 - **i) Biological Perspective**
 - **ii) Life-Span Perspective**
 - **iii) Bioecological Perspective**
 - **iv) Cognitive Perspective**
 - **v) Socio-cultural Perspective**

Biological Perspective

- In the development of psychology physiology plays a major role and hence this perspective is known as biopsychology or physiological psychology due to emphasis on physical and biological basis of behavior. In Biological Perspective we look at how Genetics influence different behaviors or how damage to specific of brain influence behavior and personality of an individual.
- For example Aggression has been viewed in different perspectives by different psychologists. Psychoanalysts viewed aggression as the result of childhood experiences and unconscious urges, Behaviorist perceived aggression as a behavior shaped by reinforcement and punishment. The biological perspective, on the other hand looked at the genetic factors or the type of brain aberration that may lead to display of such behavior.

SOME VIEWPOINTS RELATED TO BIOLOGICAL VIEWPOINTS

- **There are two viewpoints:**
- **Maturation viewpoint of Arnold Gesell**
- **Attachment viewpoint of John Bowlby and Mary Ainsworth**
- Gesell was one of the first psychologist to systematically describe children's physical, social emotional behavior through a quantitative study of human development. According to Maturation viewpoint, all children go through the same stages of development based on the maturation of their brain and body from the changing ability to grasp objects in Infancy to changing way in which children acquire or collect objects.

- This development follows an orderly sequence and biological and evolutionary history decides the order of the sequence.
- This view has been criticized as it did not acknowledge individual and cultural differences in child development.
- **Educational Implications of Maturation Viewpoint:**
- According to Maturation viewpoint of Arnold Gesell readiness is seen as phenomenon that happens 'within a child'. Though all children follow same stages of development there will be difference in rate of development due to genetic make-up
- Another area where Maturation viewpoint had its impact is in early childhood classrooms. It states that children are considered not fit for reading until they had mental age of six and a half years. This theory is partially responsible for the establishment of kindergartens and pre-schools.

Attachment Viewpoint

- Attachment theory was first formulated by **British psychiatrist John Bowlby** and later on elaborated by his colleague, **Mary Ainsworth** an American developmental psychologist. The theory of attachment focuses on the importance of the early parent-child relationship in developing desirable social, emotional and cognitive development in children. Attachment is a strong tie that binds a person to an intimate companion. Family is the first place where a child learns and experiences attachment. The quality of the relationship between parent and child is important in the further growth and development of the child. Attachment starts in infancy around 6 to 7 months of age and lasts throughout the lifespan. The primary care-givers are responsible for moulding the character and personality of the child.

- The mother has some kind of bond to the child naturally because she carried her/him in womb for 9 months whereas the father has to establish a bond after the child is born. On the basis of the interactions the infants build up expectations about the relationships in the form of internal working models. Internal working model means Cognitive representations developed within the child about himself and others. Securely attached infants will form internal working models reflecting their love seeking bond towards others. Secure attachment is theorized to be an important foundation for psychological development later in childhood, adolescence and adulthood. On the contrary, insecurely attached infants subjected to abusive or neglectful care may develop inside a feeling of rejection by everyone and consider others as unreliable. Insecure attachment is theorized to be related to difficulties in relationships and problems in later development. The table consists **Attachment classification & Developmental outcomes.**

EPISODE	EVENTS	ATTACHMENT BEHAVIOR OBSERVED
1.	Experimenter leaves Parent and infant to play.	
2.	Parent watches while infant plays.	Consider Parent as secure basis.
3.	Stranger enters and talks to Parents.	Stranger Anxiety.
4.	Parent leaves ;stranger lets infant play, offers comfort if needed.	Separation Anxiety
5.	Parents returns and consoles the infant; stranger leaves	Reactions to reunion.
6.	Parent leaves.	Separation anxiety.
7.	Stranger enters, offers comfort	Stranger Anxiety.
8.	Parent returns, offers comfort, lets infant return to play	Reaction to reunion.

TYPE OF ATTACHMENT	MAIN IDEA	POSSIBLE DEVELOPMENTAL OUTCOMES IN CHILDREN
SECURE ATTACHMENT	RELATIONSHIP IN WHICH INFANTS TRUST AND DEPEND ON THEIR MOTHERS	<ul style="list-style-type: none"> i. HIGH SOCIAL COMPETENCE ii. MAINTAIN WARM TRUSTING & LONG LASTING RELATIONSHIPS iii. BETTER SCHOOL ADJUSTMENT iv. MORE POSITIVE PERCEPTION
RESISTANT, AMBIVALENT ATTACHMENT	RELATIONSHIP IN WHICH AFTER A BRIEF SEPARATION INFANTS REMAIN ANGRY & INCONSOLABLE	<ul style="list-style-type: none"> i. FREQUENT CONFLICT B/W PARENTS AND ADOLESCENTS. ii. LIKELY TO BE PAMPERED BY TEACHERS. iii. VICTIMS AT SCHOOL. iv. ANXIETY DISORDERS.

**AVOIDANT/DISMISSING
ATTACHMENT**

**RELATIONSHIP IN WHICH INFANTS
KEEP AWAY FROM PARENTS WHEN
THEY ARE REUNITED FOLLOWING A
BRIEF SEPARATION.**

- i. DIFFICULTY WITH EMOTIONAL
CLOSENESS**
- ii. LESS SOCIALLY COMPETENT**
- iii. MORE LIKELY TO BE VICTIMS AT
SCHOOL**
- iv. MORE LIKELY TO BE REJECTED
BY TEACHERS**

**DISORGANIZED/DISORIENTED
ATTACHMENT**

**RELATIONSHIP IN WHICH INFANTS
DO NOT UNDERSTAND WHAT'S
HAPPENING WHEN SEPARATED AND
LATER UNITED WITH THEIR
MOTHERS.**

- i. PROBLEMS WITH INTEGRATION
OF IDENTITY**
- ii. EXHIBIT SUBSTANTIAL
AGGRESSION**
- iii. SELF-INJURY**
- iv. CONDUCT DISORDERS**

Educational implication of Attachment viewpoint

- From the table it is understood that quality of attachment in childhood has greater impact in later stages of life. During adolescent attachment towards peers increases, thus attachment relationships provide the foundation of Social learning.
- Adolescent who enjoy secure attachment relationships with their parents generally have a stronger sense of identity, higher self-esteem, greater social competence, better emotional control and less behavioral problems.
- However children with attachment difficulties typically show distrust in the classroom which may manifest as lack of concentration. Attachment awareness in schools is needed to resolve the psychosocial and learning needs of the children.

LIFE-SPAN PERSPECTIVE

- Human development is a life-long process. If development continues from conception to death, the science of the development consists of the study of those changes and continues from conception to death, the science of development consists of the study of those changes and continues which the life-span perspective takes into consideration. It is not related to a specific area of development (for example, psycho-social) or age-period(adolescence) rather it attempts to understand the development of an individual throughout the life within a changing socio-cultural context. It gives answer to the questions such as understanding of the growing world, change in personalities and achievement motivation of the child throughout his life. So according to life-span perspective human development is multiply determined and cannot be understood within the scope of a single framework.

- It is a field of study that examines patterns of growth change and stability in behavior that occur the entire life span. No single stage of a person's life such as infancy or adolescence can be understood apart from its origins and its consequences. To understand a specific stage, the interplay of social, environmental and historical changes must also be considered.
- **SELECTIVE OPTIMIZATION WITH COMPENSATION MODEL(SOC)**
- Paul Bates and his colleagues developed a model named as Selective Optimization with Compensation Model. In this an interaction between three processes, selection, compensation and optimization are depicted. **Selection** processes serve to choose goals, and life tasks whereas optimization and compensation lead to enhancing chosen goals. For example older musician may reduce the number of pieces they play(**selection**), rehearse more often(**optimization**), and sing them in a lower key(**compensation**). This way they continue their music concerts. In another example, suppose a child's ambition to become a doctor (**selection**) based on his/her interests and aptitude.

- S/he has to work hard to score good marks in science subjects (**optimization**). If s/he lacks current scientific knowledge will do additional readings to increase the knowledge in scientific areas (**compensation**). Here we can see that for achieving desired ambition, the child acquired and applied goal relevant means and practice goal –relevant skills. **Selection** can be of two types: **Elective Selection** ii) **Loss based** selection. In elective selection a child chooses to reduce his involvement to fewer domains as a result of newer tasks. For example during 10th class students drop out from some social organizations because of more time required for his/her studies. In loss based selection a person reduces his/her involvement due to personal or environmental resources. **Compensation** means the use of alternative methods when the earlier preferred methods lost its effectiveness. It differs from selection where selection is the choice of goals whereas compensation refers to choice of methods. For example a visually impaired student who is unable to read may compensate in reading by using Braille system.

- **Optimization refers** to the application of method adopted to achieve selected goals. It involves minimizing losses and maximizing gains. The focus of optimization is on the best match possible between one's resources and one's desired goals.
- Paul Bates highlighted the following features of life-span perspective:

KEY FEATURES	MAIN IDEA	EXAMPLE
DEVELOPMENT IS A LIFE-LONG PROCESS	i. IT REJECTS THE TRADITIONAL NOTION THAT CHILDHOOD IS THE MAIN PERIOD OF DEVELOPMENT. ii. NO AGE-PERIOD DOMINATES DEVELOPMENTS & IS SEEN IN THE CONTEXT OF WHOLE LIFE-SPAN.	SPIRITUAL DEVELOPMENT

KEY FEATURES	MAIN IDEA	EXAMPLE
DEVELOPMENT IS MULTI-DIMENSIONAL	AT EVERY AGE MIND, BODY, INTEREST, EMOTION AND RELATIONSHIP CHANGE AND AFFECT ONE ANOTHER.	MEMORY, THINKING, INTELLIGENCE, INFORMATION PROCESSING ATTENTION ARE SOME OF THE COMPONENTS OF COGNITIVE DIMENSION.
	DEVELOPMENT OCCURS AT VARIOUS DIMENSIONS SUCH AS PHYSICAL, PSYCHO-SOCIAL, COGNITIVE DIMENSIONS AND HAS VARIOUS COMPONENTS.	
DEVELOPMENT IS MULTIDIRECTIONAL	DIFFERENT CAPACITIES SHOW DIFFERENT PATTERNS OF CHANGE OVER TIME.	ACQUIRING ONE LANGUAGE IN EARLY DEVELOPMENTAL STAGE IS EASIER THAN ACQUIRING OTHER IN LATER DEVELOPMENTAL STAGE.
	DEVELOPMENT INVOLVES BOTH GROWTH AND DECLINE.	
	IN ONE'S LIFE-TIME SOME DIMENSIONS EXPAND AND OTHERS SHRINK.	

KEY FEATURES	MAIN IDEA	EXAMPLE
DEVELOPMENT IS LIFE-LONG PLASTICITY	<ul style="list-style-type: none"> i. PLASTICITY REFERS TO THE CAPACITY TO CHANGE IN RESPONSE TO POSITIVE OR NEGATIVE ENVIRONMENT. ii. ONE'S CAPACITY IS NOT PREDETERMINED. 	OLDER ADULTS WHO ENGAGE IN MENTALLY ALERT ACTIVITIES SUCH AS PLAYING CHESS, PARTICIPATING IN DEBATES ETC. HAVE LESS TO DEVELOP ALZHEIMER'S DISEASE(VERGHESEE ET.AL 2003)
	THROUGH PRACTICE MANY SKILLS CAN BE IMPROVED. PLASTICITY CONTINUES TILL LATER AGE AND IS NOT FIXED.	
DEVELOPMENT IS THE RESULT OF MULTIPLE CAUSATION	HUMAN DEVELOPMENT IS THE PRODUCT OF MANY INTERACTING CAUSES. IT CAN BE EITHER BIOLOGICAL OR ENVIRONMENTAL. SOME EXPERIENCE ARE COMMON TO ALL WHEREAS SOME ARE SPECIFIC TO PARTICULAR GENERATION AND PARTICULAR INDIVIDUAL.	

KEY FEATURES	MAIN IDEA	EXAMPLE
<p>UNDERSTANDING DEVELOPMENT REQUIRES MULTIPLE DISCIPLINES</p>	<ul style="list-style-type: none"> i. HUMAN DEVELOPMENT IS INFLUENCED BY VARIOUS ASPECTS RANGING BIOCHEMICAL REACTIONS TO HISTORICAL EVENTS . HENCE THE STUDY OF HUMAN DEVELOPMENT IS MORE INTERDISCIPLINARY. ii. PSYCHOLOGISTS, SOCIOLOGISTS ANTHROPOLOGISTS BIOLOGISTS, HISTORIANS ETC. HAVE SOMETHING TO CONTRIBUTE TO UNLOCK THE MYSTERIES OF DEVELOPMENT THROUGHOUT LIFE-SPAN. 	<ul style="list-style-type: none"> i. INFLUENCE OF FAMILY AND SCHOOL ON THE DEVELOPMENT OF CHILD. ii. INFLUENCE OF HEREDITY AND ENVIRONMENT ON THE INTELLECTUAL DEVELOPMENT OF CHILD.

KEY FEATURES	MAIN IDEA	EXAMPLE
DEVELOPMENT INVOLVES BOTH GAIN AND LOSS	<ul style="list-style-type: none"> i. GAIN AND LOSS ARE INTERWINED DURING EVERY PHASE OF THE LIFE SPAN. ii. PAUL BATES STATES THAT GAIN INEVITABLY BRINGS WITHIT LOSS OF SOME KIND , AND LOSS BRINGS GAIN. GAIN AND LOSS OCCUR JOINTLY. 	AS CHILDREN GAIN COMMAND OVER LANGUAGE THEY LOSE THEIR ABILITY TO USE ‘BABBLE SOUNDS’.
DEVELOPMENT IS CONTEXTUAL	<p>ALL DEVELOPMENT OCCURS WITHIN A CONTEXT SUCH AS FAMILY, ORPHANAGE, SCHOOL, PEER GROUPS,CITIES, NEIGHBOURHOOD AND SO ON.</p> <p>AS A RESULT THERE ARE THREE TYPES OF INFLUENCES-I)NORMATIVE AGE- GRADED II)NORMATIVE HISTORY GRADED III)NONNORMATIVE LIVE EVENTS</p>	<p>BEHAVIOR OF A CHILD REARED IN DYSFUNCTIONAL FAMILY IS DIFFERENT FROM THAT OF A CHILD GROWN UP IN A NORMAL FAMILY.</p> <ul style="list-style-type: none"> i. COMMON EXPERIENCE SHARED BY A GIVEN AGE RANGE. ii. IDEOLOGICAL,DEMOGRAPHIC SIMILARITY iii. NON-NORMATIVE INCLUDE UNUSUAL INDIVIDUAL INFLUENCE

• EDUCATIONAL IMPLICATION OF LIFE-SPAN PERSPECTIVE

- a) The major contribution of life-span perspective is in the goals and concepts of education. In traditional viewpoint the goals were either normative or differential. Normative pattern included certain developmental task whereas differential patterns emphasized individualization of educational objectives. But in Life-Span perspective, both normative and differential developmental patterns are taken into considerations.
- b) Another contribution is in Instructional methodology. Individual differences in almost every type of intellectual capacity increases throughout one's life-span. Here lies the importance of individualized instruction in education. Open and distance learning has taken into account the aspect of individual difference.
- c) Based on life-span perspective the role of teacher is to be a facilitator instead of director of learning. So the developmental changes in the children across the life-span focus the need for developmentally appropriate class-room which meets the age appropriate, individual appropriate and culturally appropriate needs of the children.

BIO-ECOLOGICAL PERSPECTIVE

- We cannot understand the life course of a child without understanding how that child interacts with her/his environment. In the 1970's Urie Bronfenbrenner(1917-2005)developed the ecological viewpoint to explain how all aspects of the environment affect the child and in turn how the child affect his/her environment. Later it is renamed as bioecological model of development as it emphasizes how biology and environment interact to produce development. It considers all aspects of development are like the threads of a spider's web so that no aspect development can be isolated from others. Bronfenbrenner divided the environment into the four levels as shown in the Fig:21

Chrono
system

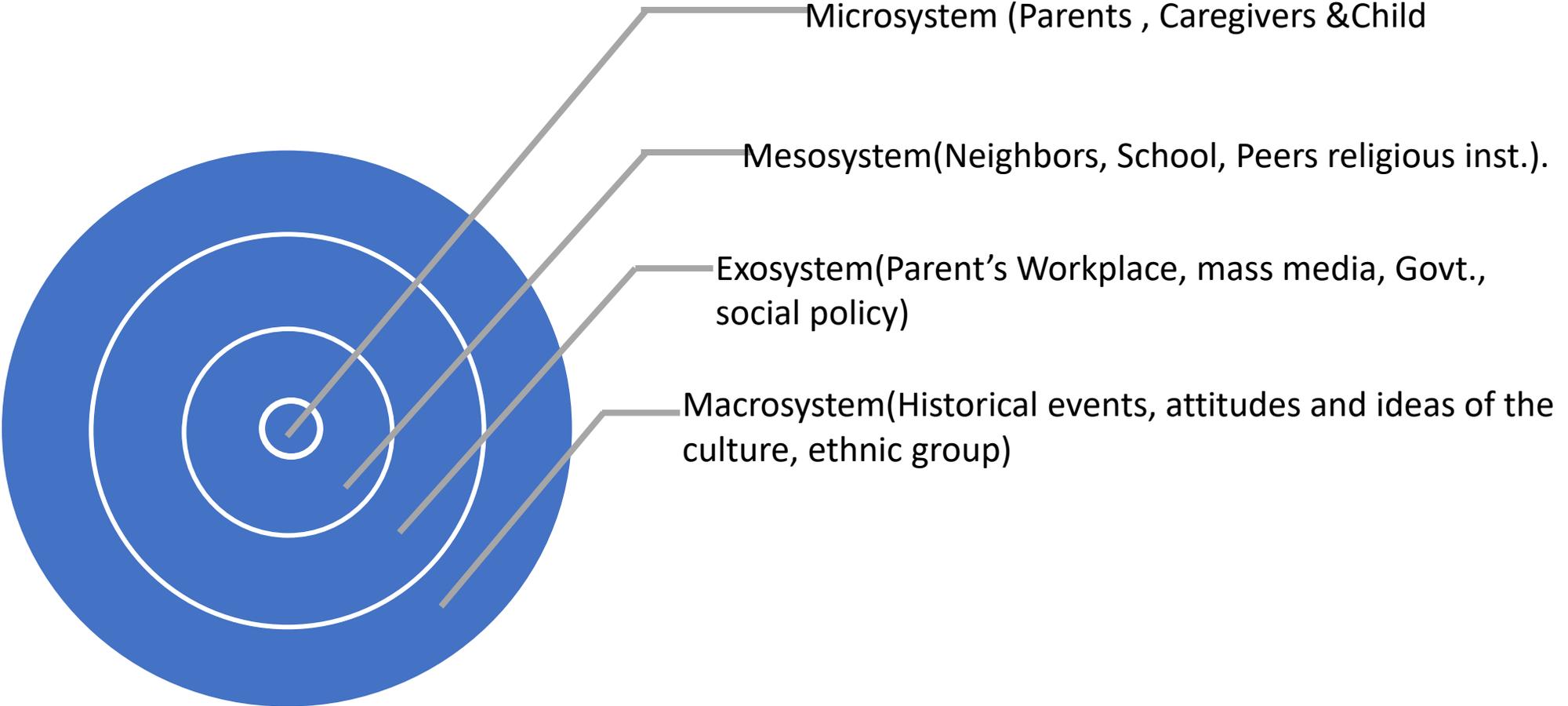


Fig21.Bronfenbrenner's Bioecological Model of Development

- Bronfenbrenner proposed that individuals grow and develop within a nested set of influences that is classified as the **microsystem, mesosystem, exosystem, and macrosystem**. The microsystem is the immediate environment in which the child lives i.e. the family and the primary caregivers. Microsystem really influence development. The more encouraging and nurturing these relationships and places are, the better the child's growth will be. Furthermore, how a child acts or reacts to these people in the microsystem will depend on how they treat her/him in return.
- The **mesosystem** consists of the interrelationships or linkages between the two or more microsystems. For example a marital conflict in the family (one microsystem) could make a child withdraw from teachers and friends in the school (a second microsystem) and as a result her/his experience become less intellectually stimulating. In another example if a child parents(one micro system) participate in parent-teacher meetings(a second microsystem) this will help to ensure the overall growth of the child.

- The **exosystem** refers to social settings that a child may not experience directly but that can influence her/his development. For example if a child's parent lost job that may have negative effects on the child as she/he may feel difficulty in paying fees and purchasing other items. On the other side, a promotion of parent with hike in salary may have a positive reassuring influence to meet his educational needs.
- The **macrosystem** is the largest cultural context in which the microsystem, mesosystem and exosystem are embedded. A mother, her workplace, her child and the child's school are part of larger cultural setting. For example the microsystem in India includes the ideology of democracy and individual freedom which affect the growth of a child as a responsible citizen.
- In addition to these systems Bronfenbrenner introduced the concept of the **chronosystem**(**chrono means time**) to obtain the ideas that changes in people and their environment occur in a time frame. For example, societal events like economic depressions, social policies, wars and technological breakthroughs change individual development while individuals in turn affect the course of history(**Modell &Elder,2002**).

- In order to analyze a problem for example, if most of the teenagers of a school are alcoholic the teacher must first intervene at the micro level(through parents/caregivers). Next at the meso level(through neighbors, school, peers)by organizing alcohol-free social events, peer leaders convincing victimized students to keep away from alcohol. At the exosystem level the Govt. ban policy to sell liquor near the educational institution can be effective way. Finally the problem which lies at the macrosystem(culture) that tolerate drinking can be cured by conducting a community campaign against alcoholism.

- **EDUCATIONAL IMPLICATIONS OF BIOECOLOGICAL PERSPECTIVE**

- a) This perspective focuses on the importance of understanding a child, not on her/his own but within a macro context evolving through a time frame. It emphasizes that children are affected by family members, friends and indirectly by social systems such as neighborhood and religious institutions which in turn are affected by the beliefs and heritage of one's culture.

- a) It is necessary for parents/caregivers to provide long term relationships to the child. It is the duty of the teachers to know each child in his/her microsystem, thereby linking to the mesosystem. It examined a nested array of variables that would influence social competence. Such variables are individual characteristics, family characteristics, teacher behavior and class-room climate.
- b) Another contribution of Bio-ecological perspective is application of theory to policy, action research and making change happen.
- c) This perspective has practical applications in work with children and with adolescents. It expresses that the environment of the child, the community setting of the mother and the political structure within which they are living are relevant when considering programs to protect and improve children's development. The development of children in one group within one culture may not equally apply to children in other societies or cultural groups. It is better to conclude that a child is not merely an outcome of development but a shaper of it.

COGNITIVE PERSPECTIVE

- The cognitive perspective is concerned with one's degree of knowledge and understanding or cognition. It is the development of one's thought processes. There are three approaches in cognitive perspectives:
 - a) Piagetian Approach or Cognitive Development approach
 - b) Information Processing Approach
 - c) Developmental Cognitive Neuroscience Approach.

- **PIAGETIAN APPROACH/ COGNITIVE DEVELOPMENT APPROACH:**
- Famous cognitive psychologist Jean Piaget proposed an important theory of cognitive development. This perspective focuses on how children construct their understanding of the world as they pass through four stages of cognitive development through assimilation (responding according to existing schema) and accommodation (modifying a schema to fit new information). Each of these age-related stage consists of different ways of thinking. Each stage represents a fundamental change in how children understand and organize their environment. In Piaget's words it is said that Children think differently from adults. A child's cognition is qualitatively different from one stage to another as shown in the table 29.

STAGE	APPROXIMATE AGE	FEATURES
SENSORIMOTAR STAGE	BIRTH TO 2 YEARS	INFANTS GAIN KNOWLEDGE OF THE WORLD THROUGH THEIR SENSES AND MOTOR SKILLS.
PREOPERATIONAL STAGE	2 TO 7 YEARS	CHILDREN BEGIN TO USE WORDS AND NUMBERS TO REPRESENT ASPECTS OF THE WORLD THROUGH HER OR HIS PERSPECTIVE.
CONCRETE OPERATIONAL STAGE	7 TO 11 YEARS	CHILDREN BEGIN TO THINK LOGICALLY ABOUT CONCRETE THINGS BUT HAVE DIFFICULTY IN UNDERSTANDING ABSTRACT CONCEPTS.
FORMAL OPERATIONAL STAGE	11 YEARS AND BEYOND	ADOLESCENTS THINK ABOUT ABSTRACT AND THEORETICAL CONCEPTS;USE LOGIC TO FIND CREATIVE SOLUTIONS TO PROBLEMS.

- By using cognitive perspective, developmental researchers try to explain how children and adolescents process information and how their understanding affect their behavior.

CRITICISM

The criticism levelled against Piagetian perspective is that his theory perceives cognitive development as discontinuous and presented the four distinct stages in which the quality of cognition differs from one stage to the next. However in the view of developmentalists, growth is considered as a continuous process.

INFORMATION PROCESSING APPROACH

Information- processing approach traces the ways individuals manipulate information, monitor it and strategize about the information. As it is built from Piagetian research it is also known as Neo-Piagetian approach. Like computers, human cognition also consists of mental hardware and mental software. Mental hardware consists of cognitive structures, including different memories where information is stored; whereas mental software includes organized sets of cognitive processes that assist individuals to complete specific tasks. For example, if a student wants to do well in an examination, s/he must encode the information during reading, store in memory, and then retrieve the necessary information during the examination.

DEVELOPMENT COGNITIVE NEUROSCIENCE APPROACH

- The development of cognitive neuroscience is to know how brain function gives rise to mental processes such as logical thinking, reasoning and vision. It looks at cognitive development through the lens of brain processes. Developmental cognitive neuroscience gives an understanding of psychological processes and their neurological bases in the developing organism. The two main principles around which this approach revolves are:
 - a) Different information-processing operations are performed at different brain areas;
 - b) A cognitive performance consists of breaking down the overall task into component information processing activities and determining the area of brain that performs the activity.

- For example Attention –Deficit Hyperactivity Disorder(ADHD)a developmental disorder that affects both cognitive and motor functioning. More research is underway on dyslexia’ specific language disorder and autism. Interaction of genetic and environmental factors during development is another area of concern of developmental cognitive neuroscience psychologists.
- **CRITICISM**
- The theory does not take into account the socio-cultural context in which development takes place.

EDUCATIONAL IMPLICATIONS OF COGNITIVE PERSPECTIVE

- Piagetian perspective on qualitative development had an important impact on education. Most of the educational programmes are now built upon the belief that children should be taught at the level for which they are developmentally appropriate. It has also been applied in the creation of innovative learning toys for children to the ways teachers plan lessons. Role of peers interaction, providing a supportive environment is also strategy deduced from Piagetian perspective.
- Information-Processing approach has great implications for students with learning and behavioral problems. As a teacher one should modify his teaching-learning environment use metacognitive skills and various teaching skills to facilitate the attention of students. This approach has also led to the development of Atkinson and Shiffrin model of memory. According to this model memory has three stages: Sensory memory, short-term memory and long-term memory. This approach has opened a new window into normal and abnormal development. It also suggested for treatment of different types of abnormalities which is used for children in an inclusive set-up.

SOCIO-CULTURAL PERSPECTIVE

- Socio-Cultural Perspective emphasizes the role of culture and social interaction in the process of child development. Lev Vygotsky, the propounder of socio-cultural perspective focuses that a child's thinking does not develop in a vacuum but rather is influenced by the sociocultural context in which he/she grows up. Vygotsky believed that the development of memory, attention and reasoning includes learning to use languages, mathematical systems and memory strategies that learnt from society. Thus it is clear that each culture provides its members with certain tools of thought. The Collaborative strategy is developed from socio-cultural perspective. In this strategy knowledge is not generated from within the individuals but rather is constructed through interaction with other people who have different thought processes and belong to various cultures. When Piaget considered children as independent explorers, Vygotsky tended to see them asocial beings who develop their minds through their interaction with parents, teachers (MKO) and their knowledge as scaffold.

EDUCATIONAL IMPLICATIONS OF SOCIO- CULTURAL PERSPECTIVE

- The Socio-cultural perspective focuses on the role of culture and environment in defining the readiness of child for schooling. It rejects the notion of considering readiness as something ‘within the child’ and as external evidences of learning. It considers that readiness for schooling is shaped by the family members and people in communities. In this viewpoint the responsibility of readiness for schooling shift from the child to the community.

- **CONCLUSION**

- Each of the perspectives in child development portrays different ways of explaining human development. Biological perspective studies the physical basis of human behavior. Life-span perspective examines the pattern of growth and change in behavior that occur the entire life span. Regarding cognitive perspective a person’s thought process is taken into consideration. In bioecological and Sociocultural perspective development have originated according to environment and culture. So, no single theory provides a complete explanation of all aspects of development. Our understanding of child development has changed and will continue to change as we go through one perspective to the other.