THE ROLE OF CHILDREN'S THEORIES IN THE EDUCATION AND DEVELOPMENT OF STUDENTS

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Introduction

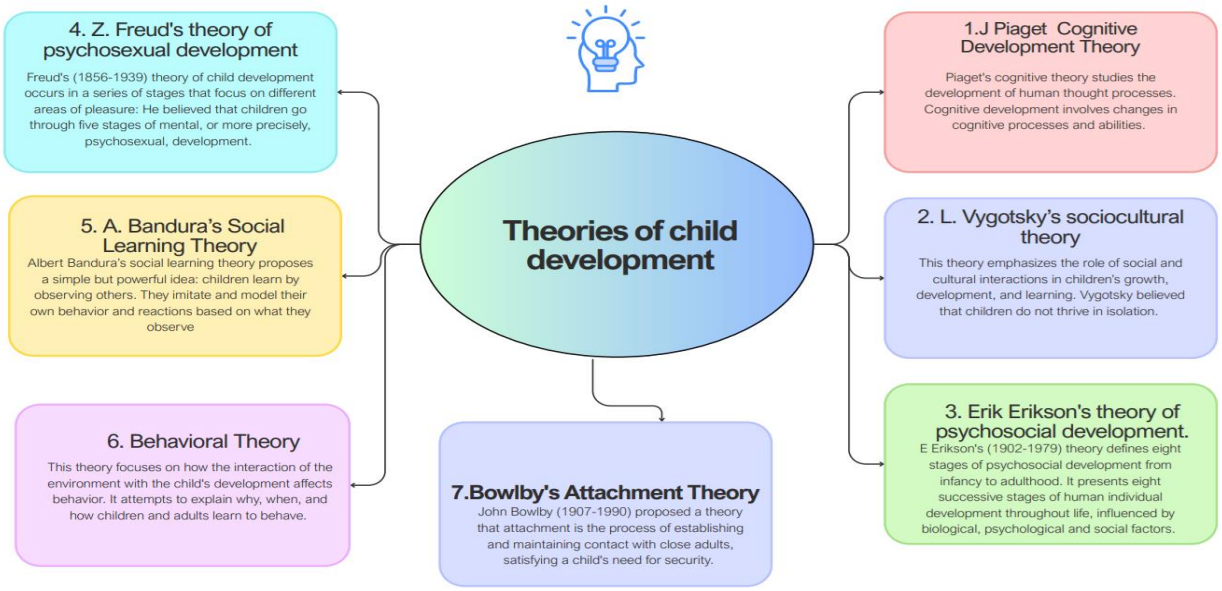
The upbringing of the younger generation, which is the future of every society, has always been relevant. It is important to understand child development, to ensure their physical, emotional and educational growth from birth to adulthood. In world practice, there are various approaches and theories in raising and educating children at different ages. These theories provide valuable information for parents and teachers and explain the child's learning, development processes and the formation of a person.

Keywords: child, development, theory, cognitive, emotional, learning, social, age, thinking, stage, ability, play.

Child development is an interesting and unpredictable process. As soon as a child is born, his development is shaped by a combination of biological and environmental factors, including physical, mental, psychological, social, emotional changes, and certain challenges. Theories of child development explain how children grow, learn, and develop. These theories are an excellent guide for elementary school teachers in how to treat children in the family, how to raise them, how to organize their education, and how to develop them as individuals.

Such theories include Piaget's cognitive, Vygotsky's sociocultural, Z. Freud's psychoanalytic, Bandura's social learning and behavioral theory, and Erikson's psychosocial theories. These theories focus on the main areas of child development,

including cognitive, emotional, and behavioral changes, and help to understand, explain, and predict the behaviors that occur during child development.



1. Jean Piaget (1896-1980) Cognitive Development Theory

Piaget's cognitive theory studies the development of human thought processes. Cognitive development involves changes in cognitive processes and abilities. It also examines how these thought processes affect how we understand and interact with the world. Piaget stated that "Children think differently from adults." (7) According to Piaget, humans go through four main stages of mental development:

Age	Developmental stage	Cognitive structure
0 to 2 years	Sensorimotor	A child understands the world through perception and actions
2 to 6 years	Preoperational stage	Children understand the world through play.
7 to 11 years	Operational stage	Children's cognitive abilities develop. They

		develop logical thinking.
12 to adulthood	Formal operations	Children acquire the ability to think abstractly.

1. Sensory-motor stage (sensorimotor) - from birth to 2 years;

During the sensorimotor stage, children go through a period of dramatic growth and learning. They learn about the world by perceiving and interacting with objects. As children interact with their environment, they are constantly making new discoveries about how the world works, that is, during this period, children understand the world by touching, tasting, and tasting everything.

2. Preoperational stage (2-6 years);

Children at this age begin to use symbols and speech, begin to represent objects and images with words, and can describe them. Children understand the world mainly through play and imitation.

3. Concrete operational stage (7-11 years);

The third of these stages is the primary stage of learning: the period from 7 to 11 years, during which children better understand mental operations. In this period, mental processes are organized into a certain system and children's cognitive abilities develop significantly. Children begin to think logically about concrete events, but have difficulty understanding abstract or hypothetical concepts. (10) According to Piaget, at this stage of development, although children still think literally, they become more adept at using logic. (8)

4. Formal operational stage (from 12 years to adulthood).

The final stage of Piaget's theory involves increasing logic, the ability to use deductive reasoning, and the understanding of abstract ideas. At this time, adolescents become able to analyze abstract problems, solve complex mathematical and logical problems, consider moral issues and conflicts, plan for the future, and reason. According to Piaget, young people can see multiple solutions to problems and think scientifically about the world around them.(6)

Understanding these stages allows teachers to create customized learning experiences that are appropriate for the child's current developmental stage and organize more effective learning. For example, you can provide creative games to develop a child's creative abilities, texts that focus on critical thinking, and puzzles that test a child's logic in an age-appropriate way.

2. L. Vygotsky's sociocultural theory

Like Piaget, Vygotsky believed that children learn through active and hands-on experiences.(5) This theory emphasizes the role of social and cultural interactions in children's growth, development, and learning. Vygotsky believed that children do not thrive in isolation. They learn best through interaction with others. Children's relationships with their parents, teachers, and peers play a major role in shaping their thinking and understanding of the world. Lev Vygotsky's sociocultural theory placed a strong emphasis on the influence of children's social and cultural worlds on their development. The focus was on people, not individuals. As individuals, children gradually learn to function intellectually independently with the help of others. Vygotsky believed that each child has a set of innate abilities, such as attention, perception, and memory. As he interacts with more experienced adults and peers, his basic skills develop into higher-order cognitive functions. (9)

An example of this is dividing the class into small groups and giving each group a task,

such as writing a text about the seasons of the year, "Spring," "Summer," "Autumn," "Winter." Children write texts together with their group members, think together, and teachers gently guide the groups to develop new vocabulary.

One of Vygotsky's most influential ideas is the zone of proximal development. This concept encompasses the "sweet spot" between what children can do independently and what they can achieve with minimal assistance. Vygotsky's theory of development also emphasizes how much the interaction of the environment affects behavior. Learning is closely related to a child's social environment and the cultural norms in which he grows up. That is, learning does not happen in the same way for every child. Whether a child lives in a city or a village, their learning experiences are shaped by the people around them and the culture they are immersed in.

3. Erik Erikson's theory of psychosocial development.

E Erikson's (1902-1979) theory defines eight stages of psychosocial development from infancy to adulthood. It presents eight successive stages of human individual development throughout life, influenced by biological, psychological and social factors. At each stage, a person experiences a specific crisis, the essence of which is the conflict between the opposing consciousness and psyche.

1. Trust - distrust of the world around him (0-1 year);

2. Sense of independence - feelings of shame and doubt (1-3 years);

3. Initiative - guilt (4-5 years);

4. Hard work - feelings of inferiority (6-11 years);

5. Understanding of belonging to a particular gender - misunderstanding of the forms of behavior that are appropriate for a particular gender (12 -18 years);

6. Striving for close relationships;

7. Life activities - self-interest, age-related problems;

8. A sense of fullness of life - hopelessness.

Erikson provides an example of how positive characteristics can be developed at each stage: For example:

Stage 4 School Age Period: Industry and inferiority

• Virtue: Perfection, Underdevelopment: Inertia (passivity)

• Combined Freudian stage: stage of retardation

• Example: Making reasonable demands with praise for their achievements at school and at home

This theory helps teachers understand the importance of supporting each child's emotional growth and self-awareness, creating a loving environment.

This includes removing many of the restrictions placed on children, understanding and allowing them, encouraging them to make choices in their lessons and play activities, and acknowledging, understanding and supporting their feelings during times of frustration or transition.

4. Z. Freud's theory of psychosexual development

Freud's (1856-1939) theory of child development occurs in a series of stages that focus on different areas of pleasure: He believed that children go through five stages of mental, or more precisely, psychosexual, development. At each stage, the child's interests are focused on a part of the body that serves as a source of pleasure:

1. Oral stage (0-2 years);

2. Anal stage (2-3 years);

3. Phallic stage (4-5 years);

4. Latent stage (6-12 years);

5. Genital stage (12-18 years);

These stages represent emotional conflicts that children must resolve in order to develop healthily, in addition to their normal physical development. Freud believed that if these conflicts are not properly resolved, they can have a long-term impact on personality and behavior in adulthood. (3)

It aims to help children understand gender differences, develop social, intellectual, and emotional skills, and develop friendships with their peers. The teacher observes them and builds relationships of social, emotional understanding, and support.

5. A. Bandura's Social Learning Theory

Albert Bandura's social learning theory proposes a simple but powerful idea: children learn by observing others. They imitate and model their own behavior and reactions based on what they observe. This is how they acquire habits, skills, and social behaviors. Bandura argued that rather than learning everything through direct life experiences, children learn a great deal by passively observing how others interact with the world around them. This theory is especially important in education, as a child learns behaviors and valuable lessons from their environment, including parents, teachers, peers, and others. Bandura's theory is more relevant today than ever before, as children in the digital world are constantly being influenced and shaped by media platforms such as television shows, social media, or YouTube videos.

These parents, teachers teach students to be good role models in all areas,

through their behavior, mannerisms, dress, and interactions. Teachers positively educate students by creating a supportive and caring environment.

6. Behavioral Theory

This theory focuses on how the interaction of the environment with the child's development affects behavior. It attempts to explain why, when, and how children and adults learn to behave. This theory is also called behaviorism (from the English "behavior" behavior). The founders of behaviorism were John Watson (1878-1958), B. Skinner (1904-1992) made a great contribution to the application of the theory in practice. Behaviorists emphasize the influence of the environment on children's behavior and development. Development is viewed as a response to rewards, punishments, stimuli, and reinforcement. Two important types of learning based on this developmental approach are classical conditioning and operant conditioning.

• Classical conditioning involves learning by pairing a natural stimulus with a previously neutral stimulus.

• Operant conditioning uses reinforcement and punishment to change behavior.

This involves rewarding children's behavior and academic achievements: smiling, hugging, kissing, patting the head, motivating with words such as "Bless you," "I love you," "I believe in you," giving stickers, gifts, money, and giving them treats they like.

7.Bowlby's Attachment Theory

British psychologist John Bowlby (1907-1990) proposed a theory that attachment is the process of establishing and maintaining contact with close adults, satisfying a child's need for security. Drawing on evolutionary, ethological, and systems theories, Bowlby viewed attachment as a unique system of control and reasoning over behavior.

Bowlby believed that early caregiving relationships play a critical role in children's development and influence social relationships throughout life. (1)

Bowlby's attachment theory includes the following:

• Children are born with an innate need to be attached;

• Such attachments provide care and protection for the child, helping them survive;

• These attachments are characterized by specific behavioral and motivational patterns.

Researchers have expanded on Bowlby's work and proposed that there are several different attachment styles:

• Secure attachment: Children who receive consistent support and care develop a secure attachment style.

• Insecure attachment: Children who receive less secure care may develop a detached, avoidant, and disorganized style. (2)

This refers to a consistent, friendly, and affectionate relationship with the child in the family, at school, during play, and in extracurricular activities. This helps the child feel safe and builds self-confidence. Conversely, if the child is abused, beaten, or humiliated, the child may become stressed, fearful, insecure, and withdrawn. This can negatively affect the child's cognitive, emotional, and social development.

All of these theories complement each other because their authors use different "tools" to study human mental development and emphasize different levels and aspects of child development.(4)

Conclusion

Theories of child development are important because they help explain the

stages and obstacles that children face as they grow up, and they provide valuable information for teachers and parents about how to behave in such situations, when these behaviors occur, and how to organize learning at each stage of development.

Knowledge of these theories involves understanding, planning, organizing, teaching, and developing children's cognitive, emotional, physical, social, and educational development. It also provides teachers with information about the different needs and developmental stages of young children, allowing them to continuously improve and make teaching strategies more effective. These theories help teachers think critically, reflect ethically, and understand students, which in turn ensures that students will achieve academic success in the future and grow into socially competent individuals.

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