Your topic: https://learn2.open.ac.uk/mod/resource/view.php?id=185112 (this is a whole book but you only should read CHAPTER 5: PSYCHOLOGY AND EDUCATION: UNDERSTANDING TEACHING AND LEARNING. it starts on page 193) https://learn2.open.ac.uk/mod/url/view.php?id=185136 https://learn2.open.ac.uk/mod/url/view.php?id=185138 (these two links should be considered and used to the answer and referenced when used) (audio band attachment should also be included on the essay and referenced when used) Considering all the above write an essay with no more than 650 words. the essay answer is: With reference to your chosen topic area, discuss the extent to which developmental psychology has been able to contribute to improving children's lives. (where with reference to your chosen topic area it means 'CHAPTER 5 PSYCHOLOGY AND EDUCATION: UNDERSTANDING TEACHING AND LEARNING. it starts on page 193) this is what i chose. PLEASE BE AWARE THAT YOU ONLY SHOULD USE CHAPTER 5 AND ONLY THE REFERENCES FROM CHAPTER 5 IN ORDER TO ANSWER THE QUESTION. THE LINKS AND THE AUDIO BAND SHOULD ALSO BE USED IN THE ANSWER ORDER AN ARGUMENT TO BE CONSTUCTED. (HARVARD STYLE REFERENCING)

Your desired style of citation: HARVARD

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Developmental psychology contributions in improving children' lives.

[Writer Name]

[Institute Name]

Developmental psychology contributions in improving children' lives.

Introduction

Child advancement that happens from life commencement to adulthood was all in all disregarded all through much of history. Youngsters were regularly seen essentially as modest forms of mature people and small consideration was paid to the numerous developments in cognitive capacities, dialect utilization, and physical development that happen throughout adolescence and youth. With the passage of time a lot of attention was paid by different psychology research in making children life better and Vygotsky developmental theory is one of them that contributed a lot in betterment of children live.

Discussion

The rate of cognitive development of child's location and culture can be recognized through Socio-cultural Perspective, Cognitive Development of Vygotsky. Vygotsky focused around the Zone of Proximal Development, where most, if not all, of the children's learning occurs. According to Wood *et al* (1975), this zone consists of a vast range of tasks that are too difficult for the child by themselves, but are possible with help from a third party, such as adults or more skilled peers. It is believed by Vygotsky within stages development can be experienced. The best way to achieve development is through interaction with family rather than friends (Wood & Middleton, 1975). It is believed by Vygotsky that friends can be on different phase from you and they have ability to force you in their phase. Cultural tools are centrally used in Vygotsky's model. The tools incorporate for cognitive development are conceptual tools (art, literature, and theories), physical tools (calculators, computers, Internet) and symbolic tools (works of art, signs, and numbers) but most important tools language (Kamii, 1994).

The focuses of socio-cultural perspective are that how environment around child for example family, community and culture can contribute to his/her knowledge. It is believed by theorists that through learning social forces can contribute (Hoogsteder et al., 1998). In Early Childhood Education socio-cultural perspectives in assessments type as well as policies can be beneficial. In learning and teaching notion approached by socio-cultural is knowledge cannot be constructed individually. Teachers can identify children behaviour and social problem regarding learning by assessing them on bases of how they interact in the classroom. This method can be carry out in combination through individual curriculum plan (Hoogsteder et al., 1998).

Different hypothetical views on learning are interconnected to diverse learning perceptions. Views on learning can be acclaimed socially in relation to hermeneutic, dialectical and socio-cultural theories. According to logical view, through the process of altering contribution in groups individual is able to learn in better way. It clarifies that student enthusiastically process information as a result learning takes place by their personal efforts.

The true essence of learning can only be seen through interaction between teacher and students. Teacher has its particular different reason and students are greatly affected on stages of learning process (Bliss et al., 1996). Students can easily be mould if teacher have great influence on them. Therefore, with in the perimeters of classroom interaction between teacher and students is necessary. Students can be easily motivated for learning through different characteristics and traits of a teacher (Mercer, 2000). On secondary level, students have different ways of expressing their feeling. Many students in classroom are bold, shy, reluctant or silent. Here teacher have to play an important part to bring each one of them onboard towards learning. Teacher should answer every query of that come towards her by students. Not only this, it would also make

students feel that the teacher is with them, accompanying them through the journey (Mercer, 2000).

Conclusion

Over the years, with the help of developmental psychology major improvements have taken place in making children live better through education systems. More changes within the knowledge system are expected, as more knowledge, happenings and inventions continue to make entry into the world. Knowledge remains the sole fabric through which a society progresses and passes down its values, its importance thus cannot be overemphasized.

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