

## CHILD PSYCHOLOGY

The paper is intended primarily to share the views and survey the concepts and practices of child psychology and counseling. Since this field is exceedingly broad, a number of articles have come in by experienced people. Yet, no single person can speak authoritatively on all phases of child psychology and counseling.

The mental and physical development of the child is, we believe both dynamic and purposeful. My emphasis shall be on Psychological, Social Development, Aesthetic Experience, Personality Development and Child Development through Education. Since many new discoveries have been made in the fields of how children develop and how wholesome and socially desirable growth may best be directed, the place of progressive education in promoting child guidance is primarily given stress. I have added a

## Chapter on counseling that would compromise of Behaviour, Rational emotive and Reality therapy

1) From Plato to the modern period much has been written about aims, objectives and values in child guidance. In various ages and under different political systems many divergent points of view have been expounded. The interpretation of the psychology of child development depends upon the aims and values which we wish to emphasize. Scientific child psychology is descriptive, impersonal and factual. Child guidance, on the other hand, involves purposes and values.

“Science discovers the facts and determines the efficacy of various procedures, guidance determines what facts are important and what goals should be achieved.”

Children grow in experience just as they grow in weight and height. Growth is an active, dynamic process that involves ceaseless change. Every

experiences leaves a trace. Experiences with desirable and successful adjustment predispose the child to continue in the right direction, failure tends to produce despair or rebellion.

Gesell points out:

“Grow carries a dynamic connotation; it organically ties the present with past and directs it towards the future.”

A.L.Gesell, The Guidance of Mental growth in Infant and child, New York, Macmillan 1930.

Proper guidance of children has great social significance. The better our children are guided and directed the more likely is it that they will a helpful role in society. Only through an educated citizenry will there be any desire to improve human relationships, to eradicate injustice, and to establish a better social order.

Various theories of child nature have been upheld. If some call them ‘little demon’ other say they are ‘trailing clouds of glory’.

Environmentalists have optimistically emphasized the importance of education, of social institutions and good surroundings and proper medical care.

### Aesthetic Experience in childhood

“A test of today’s teaching of the arts is to the found in the community of tomorrow.”

Storm-

I look you in the face.

Wind-

Rocks anchor my roots.

Your face cannot loosen me.

Snow-

My branches are steel,

Your weight cannot break me.

Sleet-

My sap is warm,

Your cold cannot freeze.

Strom-

You'll be gone tomorrow.

Aesthetic experience is for the many, not the few, contemporary scientific research suggests that human development is more plastic than has been thought. In the light of this, evidence it seems unlikely that anyone's present level of aesthetic sensitivity and creativity is rigidly fixed by the genes he inherited. There may be upper limit predetermined by heredity, and as one approaches that limit his rate of growth would be likely to diminish, but it is unlikely that there is any living person who "has reached this limit"

(Gladys A Risdon The Macmillan Company New York 1948). For all practical purposes, therefore, we may assume that every individual has room for growth. One's present level in any aspect of growth is the product of his inter-action with his environment. The environment of children

fosters the development of their potentialities for aesthetic sensitivity and creativity. They continuously learn to see more deeply and to talk to themselves more effectively about that which they have seen. The teacher or the mother who would help the child to live a life enriched by aesthetic experience must learn how the child learns to see and say. Throughout the process of emergence and establishment of relationships of parts, an organic whole is evolving. The whole of the organism's previous continuity of experience helps to determine his response at each point of experience. Years of natural development in clarifying the impressions through experimenting with elements as lines, shapes and colours develop to a feeling of adequacy. The time comes when he sees similarity between his lines and shape and some objects of his environment. A child should be guided very carefully in keeping clear the distinction between 'rendering' and 'saying'. "Rendering is portraying an object or

scene naturally. Saying is a talking an experience through to one self.” (Gladys.A.Risdon) Practice develops through technique but with aesthetic value. No adult can dole out a child to experience that will promote his growth. An adult has only to learn to what manner a child responds and the place him their. Emphasis must be on the process and not on the product. The product has no value except as it stimulates another to see and say. The goal to be kept in view must be the artist mind-a mind that sees the organic wholeness of the movement and beauty of living rather than the artist hand as an end its life.

### Child Development through Education

Child development proceed as an intricately complex whole. Teachers, have felt the weight of their tremendous responsibilities in guiding child lives into socially desirable directions yet the school is not by any means the most important medium of education. Early stage of a child has a

crucial importance. Rigorous in doctrination in these highly formative years have been insisted.

The old proverb , "As the twig bent, so is the tree inclined" is evidence of the aware of the child development in the early stages and continues till last breathe of an individual. Here the problem arises viewed on side it gives a delightful picture of the fact that if proper environment is provided it enables the individual to expand and enlarge his powers with cesation. On the other hand arises the question how is one to provide a proper environment.

Each child is born with a certain potentialities with a certain ability to adjust his environment. Schools envisions the child is a social group. It enlarges its purposes as the growing intelligence of the child leads out to larger problems into a grown-up world.

Let me quote Stevenson:

Up into the cherry tree

Who should climb but little me?  
I hold the trunk with both the hands  
And looked abroad on the frozen lands.  
I saw the next door garden lie,  
Adorned with flowers, before my eye,  
And many pleasant places more  
That I had never seen before.

(R.L.Stevenson, Foreign Lands

A Child's garden of verse      London,  
Longman 1885)

The cherry tree is also growing and with the each climbs of the child he gets a glimpse of a wider horizon.

A person cannot remain a baby all his life. He must learn to consider the bearings or consequences of what he does and to assume responsibility accordingly. Hence character and self discipline is very important. Thus there is a

challenge for the teachers which means a reorientation of his point of view towards the subjects which he teaches. If he has centered his own studies ,his students will undoubtedly start from the centre. The teacher's function expands as the child continues his study not as an expert and authority but as a guide to make them find other authority.The educational task is complete when from the schools came forth bright eyed child eager for the adventure of the future.