



ENGLISH FOR PSYCHOLOGY

Lesson 9

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link to IS

By EMILY ANDREWS

PRINCE Charles has blamed the rise of IS and the migrant crisis on climate change.

The heir to the throne claimed on Sky News that there were strong links between a lack of action on green issues, refugees and terrorism.

He said climate change had made "a huge impact" on the spread of conflict and terror across the globe.

And it was one of the "major reasons" for the conflict between rebels, IS and Syrian President Bashar al-Assad.

The prince, 67, said of the migrant crisis: "One

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EXCLUSIVE



Vardy's family rift over fiancée

Muslims' sympathy for jihadis

The number among young Muslims aged 18-34 is even higher at one in four.

The figures emerged in our exclusive poll conducted after the Paris atrocities led by French and Belgian jihadis returning from the war zone.

Prominent Muslims said the poll was a wake-up call.

Labour London Mayor hopeful Sadiq Khan tells The Sun

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KELVIN MacKENZIE:

'TIME FOR BRITAIN TO SHUT DOOR'

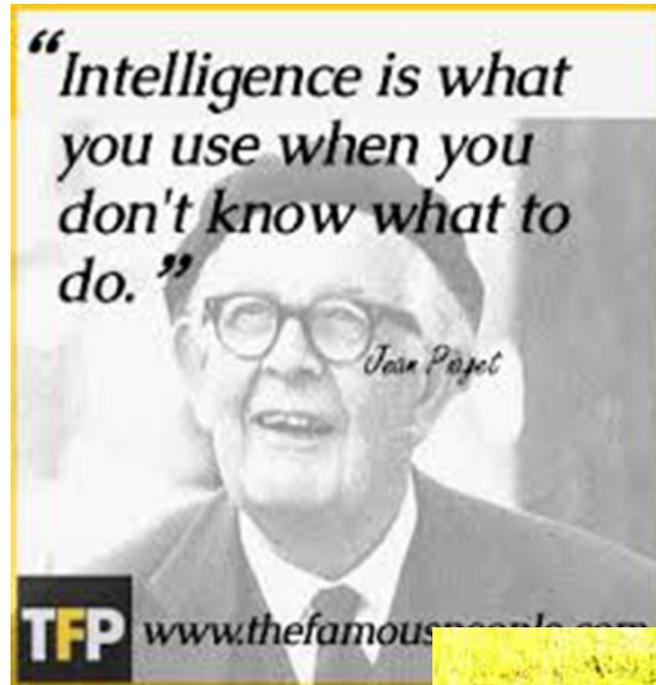
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Support . . . Brit jihadi John who went to Syria

Jean
Piaget

*The Child's
Conception
of the World
(1929/1960)*



Jean Piaget

The child's conception of the world

The child is a **realist** 
Why?

Because s/he has not yet grasped the distinction between subject and object and the internal nature of thought.



Therefore

s/he will be confronted by grave difficulties when he attempts to explain the most subjective of all phenomena: *dreams*

Inquiring into children's perception of dreams

*Of great interest...for (because) the explanation of dreams supposes the **duality**.*

First of the internal and the external

Secondly of thought and matter

- Questions:
- You know what a dream is?
- You dream sometimes at night?
- Then tell me where the dreams come from.

It is of primary importance to understand where the child locates the **dream**.

“FROM THE HEAD”

The dream is in the head, the head produces a dream in the room.

- 3 different stages

- 5-6: the child believes the dream to come from outside and to take place within the room and he thus dreams with the eyes

- 7-8: he supposes the source of the dream to be in the head, in thought, in the voice but the dream is in the room, in front of him.

- 9-10: the dream is the product of thought, it takes place inside the head and dreaming is by means of thought or else with the eyes used internally.

Piaget's area of research

- Swiss philosopher and psychologist, he spent much of his professional life listening to children and **poring over** reports of researchers around the world who were doing the same





Methodology of research

He found that children did not think like adults/grownups.

He held thousands of interactions with young people often **barely old enough to talk** using a methodology based on Q&A (Question and Answer) patterns and sessions with children.

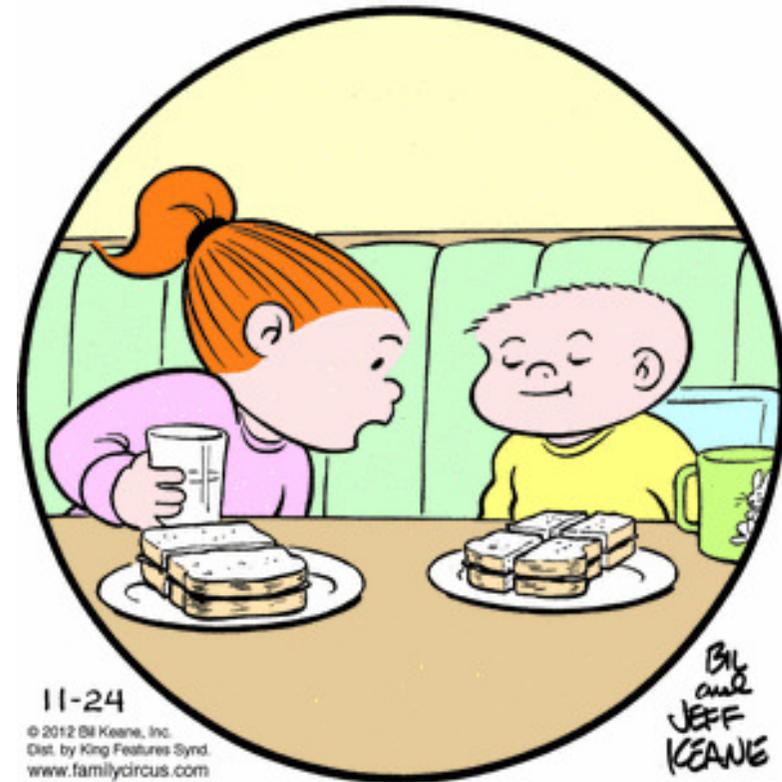
Observation of children

Back in Switzerland he began watching children play, scrupulously recording their words and actions as their mind raced to find reasons for why things are the way they are.



The discovery of children's logic

- From his sessions with children, Piaget began to suspect that behind children's **cute** and seemingly illogical **utterances** were thought processes that had their own kind of order and their own special logic.
- Einstein called his discovery “so simple that only a genius could have thought of it”



“Wait a minute! Why’d PJ get 4 sandwiches and I only got 2?”

The interest in children's thinking

After WWI Piaget became interested in psychoanalysis. He moved to Zurich, where he attended Carl Jung's lectures, and then to Paris, where he studied logic and abnormal psychology.

Working with Theodore Simon in Alfred Binet's lab, he noticed that Parisian children of the same age made similar errors in true-false intelligence tests



Pioneer of education reform movements

- Although not an educational reformer, he championed a way of thinking about children that provided the foundation of today's education reform-movements, a shift that was comparable to the displacement of stories of "noble savages" and "cannibals" by modern anthropology. One might say that Piaget was the first to take children's thinking seriously



Focus on child's reasoning process

- Fascinated by their reasoning process, he began to suspect that the key to human knowledge might be discovered by observing how the child mind develops



A typical Piaget dialogue

- In one of his most famous experiments he asked children «What makes the wind?» Here's a typical Piaget dialogue:
- Piaget: What makes the wind?
- Julia: The trees.
- Piaget: How do you know?
- Julia: I saw them waving their arms.
- Piaget: How does that make the wind?
- Julia: (Waving her hands in front of her face): Like this, Only they are bigger. And there are lots of trees.
- Piaget: What makes the wind on the ocean?
- Julia: It blows there from the land. No. It's the waves.

Children's logic

- Julia's answers were not incorrect, although not in the perspective of adult logic
- They were entirely sensible and coherent within the framework of the child's way of knowing. Classifying them as true or false missed the point and showed a lack of respect for the child.
- An explanatory principle in children's apparently naïve and incoherent answers



A revolutionary conception of pedagogy

- Piaget believed that children are not simply vessels to be filled with knowledge (as traditional pedagogy had it) but active builders of knowledge – little scientists who are constantly creating and testing their own theories of the world



A revolutionary conception of pedagogy

Piaget's work strongly suggests that the automatic reaction of putting a child right may well be abusive. Practicing the art of 'making theories' may be more valuable for children than achieving 'meteorological orthodoxy'

Possible discussion

Piaget was often criticized because his experiments were conducted by giving children complicated and unclear tasks – that is, by asking children to reason like adults. Do you agree with this view?

Yes, I do, because in my opinion Piaget's method is not suitable for so young children.

No, I do not agree/I find this criticism absolutely immotivated because.....

Piaget's stages of mental development

- *Emphasis on child's ability **actively** to*
 - ***make sense of the world.***
 - *Human beings go through several*
- *distinct stages of cognitive development*
 - *that is **learning to think about***
 - ***themselves and their environment.***
- ***Sensorimotor stage***
- ***Pre-operational stage***
- ***Concrete-operational stage***
- ***Formal-operational stage (schooling)***

Piaget's stages of mental development

- <https://www.youtube.com/watch?v=Yxo8zkgd07E>

A long career, new fields of science

- His insight opened a new window into the inner workings of the mind. By the end of a wide-ranging and remarkably prolific research career that spanned nearly 75 years – from his first scientific publication at age 10 to work still in progress when he died at 84 – Piaget has developed (grammar error!!!) several new fields of science: developmental psychology, cognitive theory, and what came to be called genetic epistemology.

Present Perfect Versus Past simple

- Present perfect is used for:

- ❑ Unfinished time, When we want to emphasise the duration of the action.

e.g. I've lived in Sicily for twenty two years

- ❑ When we are more interested in the result,

e.g. The car looks really clean. Have you just washed it or has it rained?

- ❑ When we are more interest in the experience itself rather than than WHEN the action happened

e.g. I've often been to Paris but I've never been to Prague.

Past Simple

□ When the action is finished in the past. It is not important how long ago the action happened – what is important is that it has concluded. Usually used with a time expression:

- eg. Would you like a coffee?

No, I had one five minutes ago.

Cf. No, I've just had one.

- Piaget **developed** his theory of the four stages while studying children's cognitive processes.
- The action is finished, in fact Piaget is dead!

Translate:

- La settimana scorsa sono stata male. Non sono andata a l'universita' per tre giorni.
- Ieri hanno visto un bel film e poi sono andati a cena.
- Studio inglese da cinque anni, ma ancora non capisco niente!
- A che ora sei arrivata sta mattina? Verso le 8.10. C'era confusione per strada.