

COGNITIVE THEORY
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Cognition

The term cognition is derived from the Latin word **“cognoscere”** which means **“to know”** or **“to recognise”** or **“to conceptualise”**.

It refers to the mental processes by an organism learns, remembers, understands, perceives, solves problems and thinks about a body of information.

Cognition progresses in stages with increasing levels of complexity and hence the phrase **“cognitive development”** which is the stages a child goes through conceptualizing the world at different age levels.

Cognition refers to all activity, processes, and products of the mind.

Cognitive Development

The term **cognitive development** refers to the process of growth and change in intellectual/mental abilities such as thinking, reasoning and understanding.

Cognitive development is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development

It includes the acquisition and consolidation of knowledge. Infants draw on social-emotional, language, motor, and perceptual experiences and abilities for cognitive development.

Cognitive development is the construction of thought processes, including remembering, problem solving , and decision-making, from childhood through adolescence to adulthood

It refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors.

Among the areas of cognitive development are information processing, intelligence , reasoning , language development and memory .

They are attuned to relationships between features of objects, actions, and the physical environment. But they are particularly attuned to people.

Parents, family members, friends, teachers, and caregivers play a vital role in supporting the cognitive development of infants by providing the healthy interpersonal or social-emotional context in which cognitive development unfolds

Cognitive Development describes how these mental processes develop from birth until adulthood.

The acquisition of the ability to think, reason, and problem solve.

It is the process by which people's thinking changes across the life span.

Cognitive Development is gradual orderly, changes by which mental process become more complex and sophisticated

Piaget's Developmental Psychology



Jean Piaget (1896-1980) was one of the most influential researchers in the area of developmental psychology during the 20th century. Piaget was the first psychologist to make a systematic study of cognitive development.

Piaget originally trained in the areas of biology and philosophy and considered himself a "genetic epistemologist." (genetic= development, epistemology = study of knowledge)

He was mainly interested in the biological influences on "how we come to know." He believed that what distinguishes human beings from other animals is our ability to do "abstract symbolic reasoning."

According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based.

Piaget designed a proper framework to understand the structure , functioning and development of the cognitive network of the human mind. He pointed that there are two aspects of human mind : cognitive structure and cognitive functioning

The development of human intellectual abilities take place as a result of the organization and reorganization of certain pattern of behaviour called ***schema*** . Schemas constitute the structural units of human mind i.e., *cognitive structure*

The process of organisation of theses structural units take place by three different activities –assimilation , accommodation and equilibration. These activities constitute the functional aspects of human mind.

- Piaget studied cognitive development by observing children in particular, to examine how their thought processes change with age.
- He pioneered a way of thinking about how children grow psychologically.
- It is the growing apprehension and adaptation to the physical and social environment.
- Piaget rejected the idea that learning was the passive assimilation of the knowledge.
- He proposed that learning is dynamic process comprising successive stages of adaptation to reality.