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Childhood is a period of human development, when a person learns to understand the world around him, trains the necessary skills, learns the culture of his society. It should be understood that childhood is not just a phase of human development, but a concept that has different social and cultural content in different eras and different nations. The development and socialization of the child take place in a certain cultural environment connected with other aspects of society. The concept of the “*social situation of the development of the child*” is the leading type of activity, age-related neoplasms, and crisis periods of child development. The main areas of child development are (physical, emotional, intellectual, social, moral development, sexual development) and their relationship. At each age, there is a system of various activities, but the leader has a special place in it. Leading activity is not the activity that takes the child the most time (Bretherton, 1991). This is the main activity for its value for mental development. Other, new types of activity arise inside the leading activity (for example, in the game in preschool childhood, the elements of learning arise and develop for the first time). The changes in the personality of the child observed in a given period of development depend on the leading activity (in the game, the child masters the motives and norms of human behavior, which is an important aspect of personality formation).

The process of communication begins with the observation of the interlocutor, his appearance, voice, behavioral features, etc. Various factors influence people's perception and evaluation. Thus, studies have found that children are primarily

The impact of communication on the mental development of children is due to:

• Favorable qualities of an adult, combined with his properties as a subject of communication;

• enriching the experience of children for adults;

• Direct setting by adults of tasks requiring the child to master new knowledge, skills, abilities;

• The reinforcing action of the opinions and assessments of the adult;

• Opportunities for the child to draw in communication patterns of actions and actions of adults;

• Favorable conditions for children to disclose their creative beginnings when communicating with each other.

The main positive impact of communication is its ability to accelerate the development of children. In addition, the child’s primary emotional communication with adults is the primary source of speech development. The personality of the child, his interests is the understanding of himself, his consciousness and self-consciousness can arise only in relations with adults (Woodhead and Faulkner, 2012). However, the communication of the child with the peer is equally important. It is in connection with the formation of communication with peers and its development in preschool-age that the need for further mastering the norms of relationships between people becomes more acute. In communicating with an adult, a child learns social experience and entering into contact with peers, enriches it, acquires not only new knowledge but also forms an adequate self-image.

References

Bretherton, I. (1991). Intentional communication and the development of an understanding of mind. Children's theories of mind: Mental states and social understanding, 49-75.

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