Developmental assessment

The physical assessments among school aged children is most important for knowing the developmental stage of a child. The child chose for the school is 6 years and having 44.0 lbs. (19.9 kg) weight and 45.5" (115.5 cm) height. He begins to dominate all fields, both language as psychomotor and cognitive. He is able to jump, climb and dance easily. He express thoughts and perfect his drawings and artistic representations. He looks for other children because he loves the collective game (Sirard, et.al. 2001). He is normal in walking and running. The boy can read and tell stories he knows well. He uses several ways to help himself read a story, such as reading again, predicting what is going to happen, asking questions or using the clues in the drawings. Learning in reading develops on a foundation of language skills that children begin to develop from the moment they are born, a process that is as complicated as it is amazing. This boy lies under the category of Child Development: Pre-Operational Stage (Children 2-7 years). This is the second stage of the Piaget Theory. After 6 years an important event occurs in the life of a child, schooling (Early Childhood Education). This is a very important social component. The child begins to relate to others, especially their peers, since before this period, relationships were only with the family.

One of the crucial stages in the development of the child. Regardless of when a child starts school, at six or seven years old, at some point he passes through a crisis. This period may begin at the age of seven, or may shift to six or eight years. The crisis of seven years, which is called the period of birth of the social "I", is associated with the child’s awareness of his place in the world of social relations, the opening of a new social position - the position of the student. The formation of a new position changes self-awareness, and this, in turn, leads to an overestimation of values. What was significant before becomes secondary. Old interests, motives lose their motive force, new ones come to replace them. A small schoolboy plays with enthusiasm and will play for a long time, but the game ceases to be the main content of his life. Study becomes the leading activity; it is during the educational process that new psychological functions and qualities arise and develop. The development of the personality of the younger student is directly dependent on the effectiveness of studies (Demetriou, et.al. 2018).

During this period, there are also profound changes in the field of experiences. Separate emotions and feelings that a child of four had experienced were fleeting, situational, did not leave a noticeable trace in his memory. Failures and unflattering reviews about the appearance, for example, if they brought disappointment, did not affect the formation of his personality (assuming a favorable situation in the family). In the period of the crisis of seven years, a “synthesis of experiences” appears, thanks to which a logic of feelings appears.

A first grader is restructuring the entire system of relations with reality. A child has two spheres of social relations: “child - adult” and “child - children”. At school, the child-adult system is divided. In the life of a schoolboy, in addition to his parents, another significant adult appears - a teacher. It is the relationship with the teacher that begins to determine the relationship of the child to the parents and to the children. The new system of relations "child - teacher" becomes the center of life for a first grader. At first, children try to strictly follow the instructions of the teacher. If the teacher allows loyalty to the rules, these rules are destroyed from the inside. Each of the children begins to relate to the other child from the perspective of how his classmate relates to the rule that the teacher enters. There are sneakers.

In relations with peers, children learn patience and cooperativeness. Communication with peers is very important for developing the ability to stand up to the point of view of another, to accept this or that task as a common one, requiring joint actions and the ability to look at oneself and one’s activity from the outside (Zimmerman, et.al. 2018). In children 6–8 years of age, the skeleton, the articular-ligamentous apparatus, and the muscles are intensively developed. The child's musculoskeletal system, which has not completed its development, experiences heavy loads when, during the period of study, it is necessary to hold the static posture for a long time. Incorrect long-standing posture leads to poor posture. The spinal column is very sensitive to the deforming effects; therefore, an improper fit can quickly lead to gross changes that will disturb its growth, the differentiation of all its structural elements.

At this age, the small muscles of the arms are still poorly developed, and the ossification of the phalanges of the fingers and bones of the wrist is not complete. Therefore, so often when writing in class, complaints are heard: “The arm hurts”, “The hand is tired”. The imperfection of the nervous regulation of movements explains the lack of accuracy and speed of execution of movements, difficulties in making movements on a signal. When performing graphic techniques in children of this age, the main control belongs to the vision, and not only the “field of activity” is fixed, but the entire movement is traced from beginning to end. Therefore, it is easier for children to write and draw large letters, large figures. In preschool childhood, the long and difficult process of mastering speech basically ends. By the age of 7, the language becomes a means of communication and thinking of the child, and when preparing for school - and the subject of conscious study. A large active dictionary allows you to go to the contextual speech, the child can retell the story he has read, describe the picture, etc.

References

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