

Child Development

Q:what maybe the characteristics of a school going child?

Following are the characteristics of a school going child(age 6):

- To do work by her own self.
- learn to distinguish between reality and fantasy.
- Socially cooperative.
- Walk independently.
- Emotionally stable.
- Develop speaking power.
- Brain and muscle coordination.
- Toilet training.
- Can tell her name, address & surroundings.
- Self control (Body, thought, behavior).
- She can speak sentences in sequence.
- She can recognize things & follow rules.
- She can avoid simple hazards.
- Right physical development.
- Needs acceptance and praise.
- Becomes aware of individual differences but is very individualistic.
- Needs to participate in activities that allow him/her to put things in order of size and to sort and classify objects.
- Very energetic, needs a variety of activities to maintain interest.
- Asks a great number of “why” questions.
- Enjoys companions of own age
- Aware of the passage of time (today/tomorrow/yesterday).
- prefer structured activities.
- In terms of social and emotional development, six-year-olds are confident and delight in showing off their talents.
- Between 6 and 6 1/2, most want to read.
- Lots of questions about God.
- make connections and distinctions between feelings, thoughts, and actions.
- lack of interest in others.

Following is a description of some of these points that are described above:

1. To do work by her own self:

- She can feed.
- She can do her home work.
- Toilet training.
- Can change her clothes.
- Can answer the questions.
- Can participate in games.
- Can make sentences and little stories.
- Can wear shoes.
- Can comb her hair.
- Wants to do work with punctuality.
- Can brush her teeth.
- Six-year-old children may also be interested in helping prepare dinner
- Using fingers to write and draw rather than the whole arm.
- Can write within the lines.
- Throwing at targets.
- Can complete puzzle by themselves.
- Draws and names pictures.
- Cuts and pastes quite well on simple pictures

2. Socially operative:

- Can make friends.
- Enjoy company of surroundings. Girls want to play more with girls; boys with boys.
- Start to think about the future.
- May blame mother for anything that goes wrong. Male children will identify strongly with father.
- Child doesn't like being kissed in public, especially boys.
- Friendships are unstable.
- Self-centered and has need for praise: Must be a winner; changes rules to fit own needs.
- Perpetual activity makes meals difficult. Breakfast may be the most difficult meal.
- In school, may develop problems if expectations are too high.
- Has trouble concentrating; may fool around.
- Respond well.
- Talkative.
- Versatile (resourceful).
- Cooperative play. Enjoys group play when groups tend to be small.
- Face people with confidence and delight in showing off their talents , also have self confidence.
- Perpetual activity makes meals difficult. Breakfast may be the most difficult meal.

- Boys like to fight and wrestle with peers to prove masculinity.
- Continues to take part in more pretend or dramatic group play, which becomes increasingly more elaborate.
- Better observer of people around them.
- Still focused on self.
- Has a strong link to mother or main care-giver.
- Likes to please adults and is interested in adult reactions and judgments.
- Likes the family.
- May need support in completing cleanup, in putting things away, and in being neat.
- Understand more about his or her place in the world.

3. Emotionally stable:

- She must know when she have to laugh or cry or giggle or sneez.
- views things as black and white, right or wrong, wonderful or terrible.
- Want to be liked and accepted by friends.
- Feels insecure as a result of drive toward independence.
- Sense of personal identity and belongings.
- Ability to choose alternatives (like or dislike).
- Becoming independent.
- Easy going attitude.
- Seems sure of himself.
- Follow rules.
- Enjoy responsibility.
- Capable of self-criticism. Or Finds it difficult to accept criticism, blame, or punishment.
- Generally is rigid, negative, demanding, inadaptable, slow to respond; exhibits violent extremes; tantrums reappear.
- If not the winner, often makes accusations that others are cheating.
- Child is center of own world and tends to be boastful (arrogant).
- Restless and may have difficulty in making decisions.
- Emotional pattern of anger may be difficult to control at times.
- Jealousy toward siblings at times; at other times takes pride in siblings.
- Greatly excited by anything new.
- Sense of security is reliant on relationships with close adults.
- Egocentric (selfish) .
- Act in order to avoid punishment.

4. Develop speaking power:

- the child responds to every word in every language uttered in front of them.
- Able to speak properly that anyone can understand.

- Can make complete sentences
- Can make stories.
- Can speak his/her name, address & surroundings.
- Can speak sentences in sequences.
- Children's language is much more developed. They can listen, understand and give detailed answers.
- Can tell their worries.
- The ability of an infant to be able to speak, crawl, cry, laugh, walk, recognize, remember, etc.
- Can speak in front of others.
- Can read books and stories and can tell others in their own words.
- Can tell what is right or wrong in front of others.
- Connect words to actions as they talk together about what they are doing.
- Participate in conversations about what they are doing.
- Reading out poems aloud and singing songs

5. Brain and Muscle coordination:

There are over 100,000,000,000 cells in the brain when a child is born. These cells need to start communicating with each other and during the miraculous changes.

Follow are the points included in **Brain and Muscle coordination**(Motor Skills Development):

- Can hold things properly .
- Can play games with rules.
- Can change their clothes.
- Can recognize their things.
- Can eat by themselves.
- Can save themselves from small hazards.
- Can learn their lesson easily.
- Can answer questions easily.
- can revive past experiences and use them to complete certain task.
- Can ride a bicycle.
- Drawing and coloring.
- holding a writing utensil with three fingers,
- dressing and undressing, and drawing a person with a head, feet and body.
- Can make puzzles, play with building blocks and help parents with baking.
- threading beads and cutting with scissors;
- finger painting and picking up small objects with fingers.

6. Can follow direction:

Following directions can be defined as “the ability to complete one, or a series of, verbal or written directions.”

- Can obey teachers and parents.
- Can follow rules.
- Can follow simple directions like give me that book etc.

7. Cognitive development:

Cognitive or Intellectual development of a 6 years old child.

- May develop stuttering when under stress.
- Wants all of everything and finds it difficult to make choices.
- Begins to have organized, continuous memories; most children learn to read and write,
- Knows number combinations up to ten.
- Can define objects in terms of what they are used for.
- Knows right and left side of body.
- Will contribute to guided group planning.
- Conversation usually concerns own experience and interests.
- Curiosity is active and memory is strong.
- Identifies with imaginary characters.
- can move in time with music or a beat.
- Are developing a sense of cause and effect.
- Can handle only one operation at a Time.
- Are very curious, always trying to make sense out of the world.
- Is developing language and use of symbols rapidly.
- Can learn and remember the sequence of events in the day's routine.
- Cannot easily see the viewpoint of another if it is different from their own.
- Likes being read to.
- Adapts well to school environment.
- Can avoid little hazards.

8. Physical development:

- Is vigorous, full of energy, and generally restless, e.g., foot tapping, wiggling, being unable to sit still.
- Is clumsy due to poor coordination.
- Eats with fingers and talks with mouth full.
- Commonly suffers more colds, sore throats, and other illness, because of exposure at school.
- Muscular control becoming more effective with large objects.
- There is a noticeable change in the eye-hand behavior.
- Have better control of large muscle than small muscles.
- Are mastering their physical skills.
- Usually tires early in the evening.
- Dreams frequently and vividly.
- Has maturing eye-hand coordination.

- Needs to experience environment through all her senses.
- Is responsible for toileting, although she may still need reminders.
- Can dress independently.
- Is ready to take on more complex physical activities.
- Uses hands plus rest of body more competently and actively.
- Needs to experience things through her senses.
- Is developing both small and large muscles and shows more physical balance.
- Can play at an activity for longer periods of time and is very active.
- Is more susceptible to illness.

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