

Certificate of Higher Education in Skills for the Workplace (Health and Social Care)

EARLY CHILDHOOD – PSYCHOSEXUAL DEVELOPMENT THEORY (SIGMUND FREUD)

Psychology in Health and Social Care

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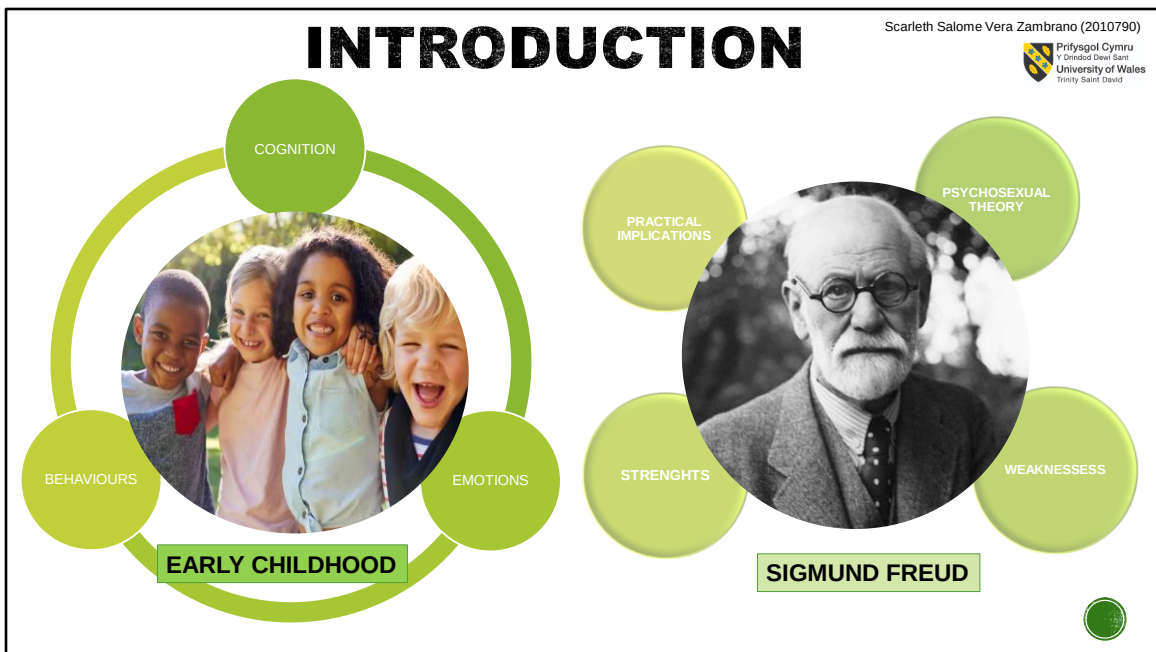
BMHP4003



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INTRODUCTION:

In this presentation we will review early childhood as a life stage based on the classification of stages of human development made by Dr Armstrong (2007):

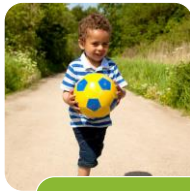
We will explain how children at ages 3 to 6 act, what characteristics we can see in their behaviour, emotions, feelings and cognition. And then we will present Sigmund Freud's theory based on psychosexual development, which is classified into stages. We will also focus on the phallic stage which is the one that correspond with our chosen life stage. Also, we will analyse some strengths and weaknesses of this theory and some practical implications. To finalize this presentation, we will do an overall overview to conclude our points.

LIFE STAGE: CHILDHOOD

Scarieth Salome Vera Zambrano (2010790)

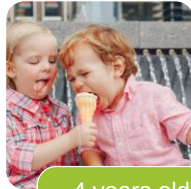


EARLY CHILDHOOD: ages 3-6 playfulness (Dr Armstrong 2007)



3 years old:

- Imaginative playing
- Curious with their bodies
- Remember things



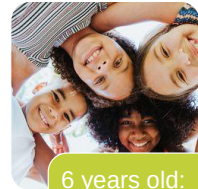
4 years old

- Helpful
- They feel pleased when good things happen to other people
- They say sorry more often



5 years old

- Playtime is more complex
- They can pay attention for longer
- Teamwork: ex. Build a sandcastle



6 years old:

- Temperament traits controlled
- They focus on fairness, following rules, winning and losing
- Friendship is important

EARLY CHILDHOOD:

Based on Dr Armstrong book “the 12 stages of Human Life” we choose the early childhood, which he considers that this stage combine ages from three to six, and he claimed that this stage is the playfulness one, because at this age children all they want is to play, which is their way to explore and thus learn, they are creative, and they are starting to know what is the world.

3 years old: at this age they enjoy playing with other kids, they learn things like sharing, “mine, yours, his or hers”, they starting to be imaginative when playing, they are curious with their bodies: they tend to touch their genitals, show them to other kids,.. They start to remember things, such as songs they learn at nursery. They become more independent: they start to feed themselves but still need help with brushing teeth

4 years old: at this age, play is still important, children like to explore new things, they like to be around people, they tend to be more helpful they say sorry more often and they agree to some rules, they also feel pleased when good things happen to other people, they also tend to say little lies and They are more independent: they can dress themselves, going to the toilet and brushing teeth on their own.

5 years old: playing is still important as is their way to learn social, emotional and thinking skills, Playtime is more complex: it has lots of fantasy and drama, they start to understand teamwork: for example, building a sandcastle together. They start going to school and they can pay attention for longer time, they talk a lot, they understand simple jokes and found the poo and wee ones the funniest and they like to make decisions like what clothes they want to wear or what food they want to eat for lunch

6 years old: at this age, they still want to play all the time, they start to control their temperament traits, they start to play following rules, fairness, winning and losing. They like to have friends and they tend to have friends of their same sex gender; their life is based in family, friends, school and afterschool activities and their independency is growing with them

COGNITION IN CHILDREN

- Cognitive development refers to the changes in childhood stage's thinking, reasoning, language and learning (Richland-et . al, 2016)

uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water. Age 3-4-5years most childhood also sort objects by using shape and colour.

building towers with 8 to 10 blocks age 3-5years

Age 6 learn to express themselves more through words.

At age 6 they begin to understand cause and the effect in relationships. Example "Magical thinking" and they are learning to write.



Introduction

Cognitive childhood stage refers to the changes in children's thinking, reasoning, language and learning (Richland, - et. al, 2016). Although Ages3-6, according to the frontal lobes grow rapidly, however, growth slows down between age 4-6 years old; during this time children gain 5-7 pounds and grow about 2-3 inches per year. (hutzenlocher,et- al,1997). Information sensation _ Emotion memories _Thoughts (Lumen Learning, 2011).

Therefore by age 6 years their brains about 90% of its adult size (Tanner, 1978)

3years: climbs and runs pedals tricycle. Taking turn: expresses may emotions; dresses self.

4years: catches ball; using of scissors, prefers social play to solo play: knows like

and interest. Knows songs and rhymes by memory names colors and numbers: begins writing letters.

5years; hops and swings; using of fork and spoon.

Childhood (Ages 3-6)

The childhood stage motor skills such as the abilities to use of nonverbal mental symbols, i.e. symbolic play. These kinds of play consist of pretence, or imaginative play with toys or dramatizing roles and stories in which toys and roles symbolize real objects and real persons. Childhood stages also develop moral realism - the belief in imminent justice and the inevitability of punishment.

Childhood: (Ages 3-6years)

Most children in their late childhood will develop skills in making decisions as they become more independent; they are also preoccupied with career and occupations ("I want to be doctor" I want to be a pilot"); they begin to look to peers and media for information and advice; they take on increased responsibility, such as family tasks and babysitting; they tend to develop increasing capability for social conscience and for abstract thought, including complex issues such as poverty and war.

EMOTIONS IN CHILDREN

Esther Efe Gomugor (2022275)



- Emotions are general feelings about circumstances or situations. Emotions are induced by the social contexts in which they occur (Darling-Churchill-et . al, 2016).

Age 3-4years children are very much in their own person.

During childhood stages children get better using their words to express how they feel this means few of tantrums. Feeling bad or happy.

By age 5 years children made leaps and bound in their own emotion childhood stage.(john pope MD-et. Al,2020)

At age 6years they can talk very well by saying their names and age.



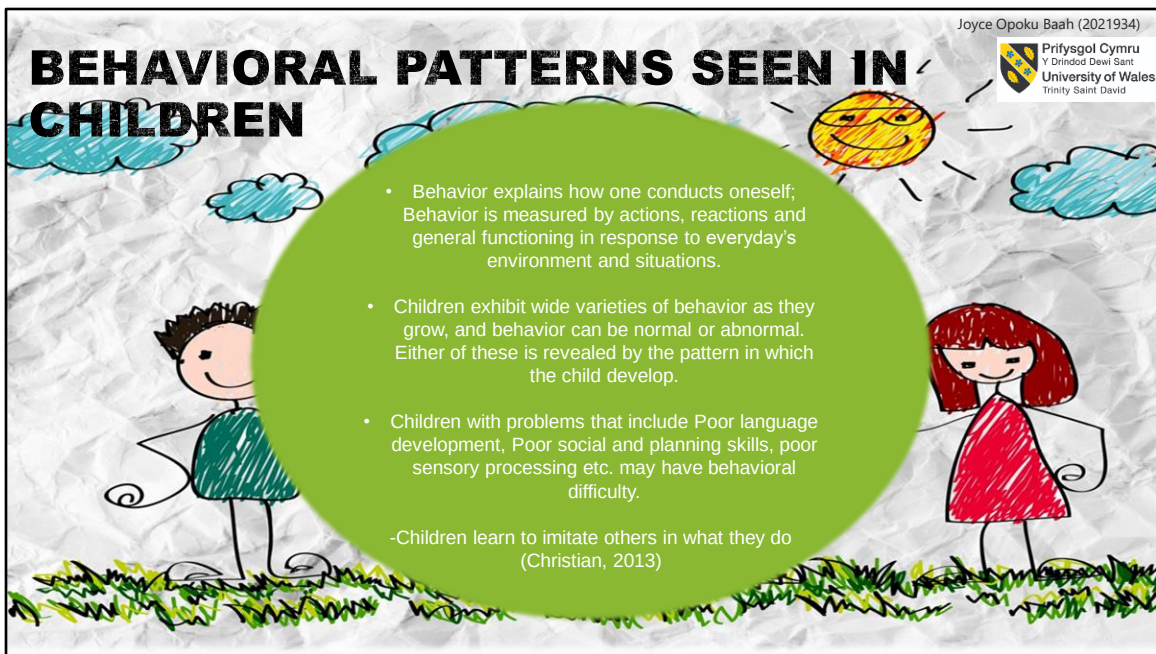
Emotion

Emotions are general feelings about circumstances. It is a means by which infants accomplish their goals as well as primary medium of communication. Moreover, emotions are not just the outward expression of an internal experience, but are deeply influenced by the social contexts in which they occur (Darling-Churchill, and Lippman, 2016).

Childhood (Ages 3-6)

Thoughts and Feelings begin to affect emotional life of the growing child Emotional behavior become more integrated; they are able to govern and control impulses

At the latter stage of childhood, beyond emotional display, they can regulate their emotions better and there is increased self-awareness, and self-uunderstanding. (Falaye, 2014).



COGNITIVE PATTERNS

Children understand opposites (e.g. big/little) and positional words (middle, end).

Children use objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water.

Children build tower eight to ten blocks.

Children answer simple questions.

Children count five to ten things.

Children have a longer attention span.

Children follow simple instructions.

Children request and enjoy helping.

Children engage in dramatic play, taking on pretend character roles.

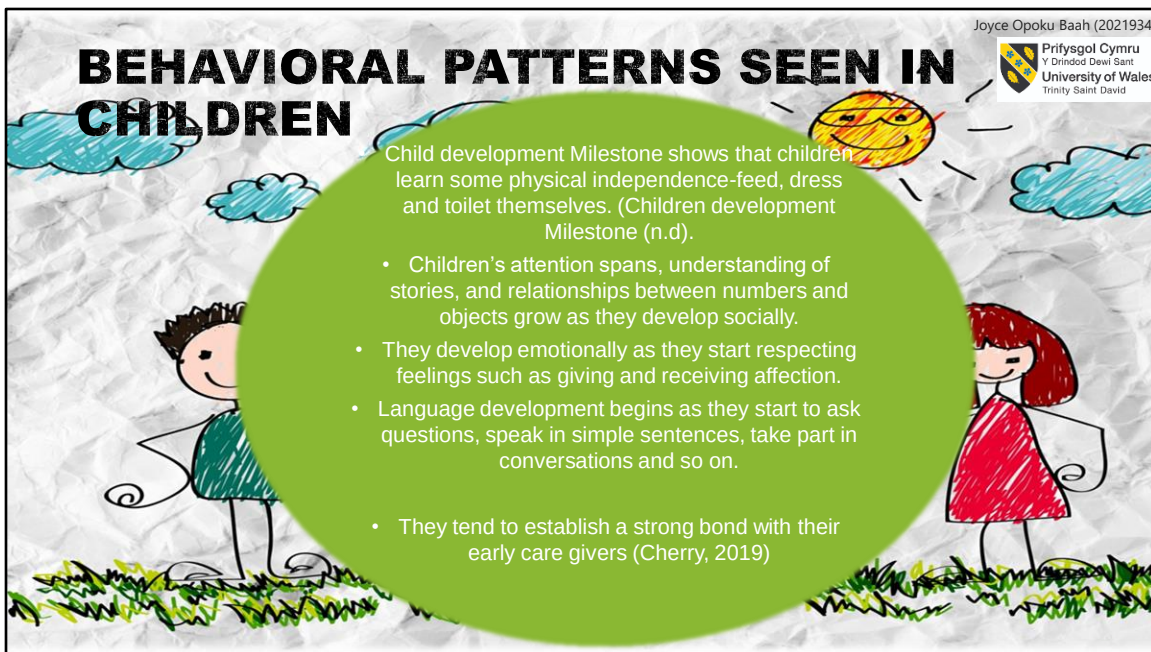
Children recall events.

Children touch objects to count - starting to understand relationship between numbers

and objects.

Children can recall and tell a recent event or story.

Children can match and name some colours.



Social Behaviour

The child begins to enjoy playing with other children, may have a particular friend, and shares, smiles and cooperates with peers. He also jointly manipulates objects with one or two other peers and develops independence and social skills he will use for learning and getting on with others at preschool and school.

Emotional Behaviour

The child develops respect for feelings, understands when someone is hurt and may attempt to comfort them, may show stronger preference for particular playmates. He becomes independent and assertive, likes to give and receive affection and may praise himself and be boastful

Language

Children speak in sentences and use many different words, answer simple questions, ask many questions and tell stories.

Children also enjoy talking and may like to experiment with new words, take part in conversations and will assert self with words.



SIGMUND FREUD THEORY



Sigmund Freud (1856-1939) who was an Austrian neurologist and founder of psychoanalysis, which is a clinical method for treating psychopathology between patient and psychoanalyst



He believed that Id is the instinctual part of the mind (Ramachandran, 2012)



Freud believes that much of the functioning of the mind is unconscious



SIGMUND FREUD

The psychoanalytic theory is based on the fact that the unconscious mind governs human behavior.

Sigmund Freud (1856-1939) who was an Austrian neurologist and founder of psychoanalysis, which is a clinical method for treating psychopathology between patient and psychoanalyst, explained human personality as structured into three parts: Id, Ego and Superego. The Id is the instinctual part of the mind (Ramachandran, 2012).

It contains sexual and aggressive drives which are both hidden in the memory. The Superego is the moral part or moral conscience and ego is the realistic that mediates between the Id and Superego.

According to Freud, personality development in childhood takes place during five psychosexual stages:

- Oral (0-1)
- Anal (1-3)
- Phallic (3-6)
- Latency (6-Puberty)
- Genital (Puberty to Adult)

Freud believed that life is built on both tension and pleasure. He also believed that all tension is as a result of the build-up of libido (sexual energy) and that all pleasure comes from its discharge.

PSYCHOSEXUAL DEVELOPMENT THEORY

Linda Dufie Gyamfi (2009287)



Phallic stage (3-6 years): The infant's libido/sexual desire centres on the genitalia (penis or vagina, depending on the sex involved)

the source of pleasure at Phallic stage is penis or clitoris masturbation



PSYCHOSEXUAL DEVELOPMENT THEORY

As pointed out by the theory, how a child passes through the five stages determines whether one becomes a healthy or unhealthy adult in the future (Falaye, 2014; Dean, 2008).

- In the phallic stage (3-6 years), the sexual energy is concentrated on the genitals. The stage is mostly associated with the Oedipus and Electra complex. These complexes occur when the child becomes aware of anatomical differences in male and female, which creates erotic attraction, rivalry, jealousy and fear. The problem of these complexes is resolved through identification.

The process of identification allows the child adopt the characteristics of same-sex parent. The stage has a strong implication for identity formation and sexual orientation.

STRENGTHS AND WEAKNESSES

WEAKNESSES

- Never worked with children
- Focused mainly in male development
- Overuse of sexuality in children
- Oedipus complex
- Feminism: Lili Hsieh, Karen Horney
- Science: how to measure libido?

STRENGTHS

- Important relationship with family members
- Experiences in childhood will influence in the future
- Dependency, rivalry and separation



STRENGTHS AND WEAKNESSES:

The psychosexual development theory has found some strengths and weaknesses and we will review some of them in the following slides:

Freud's theory is very controversial, and it has lots of criticisms and limitations:

To start, his theory is based in children development and how it has a big impact on adulthood., In fact, it is know that even his theory is based on young people he never worked with them.

Freud also received criticism for the overuse of the sexuality in children when talking about their sexual instinct and erogenous zones but also for the Oedipus complex, when he claimed that children are tented to have hidden feelings or desire for their opposite-sex gender parent and envy and jealousy to their same-sex parent, which it

doesn't have answers to questions like: what about single parents or gay parents..

There are also criticisms that Freud based his theory mainly in male development and just a little in female. Karen Horney was a feminist that criticized the 'penis envy', and Lili Hsieh wants to deny Freud's theory when he claimed that women are the problem because of their passivity, envy for the penis and the dark continent. And finally psychosexual theory has a science limitation because he claimed that the libido is a sexual desire but is something that cannot be measured or tested.

Nonetheless all the criticisms this theory has received, it also has some supporters and strengths,:

This theory is based on sexual development of children and their parents, and how their impact affect them in their adulthood. That means that unremembered experiences in the past will influence in the future. It is known that relationships with family members are very important, and the existence of rivalry, dependency, and separation it really exists in every family. For example. A child with very strong bond with their parents will have a harder separation when they leave, and a child that has not will probably not care so much.

PRACTICAL IMPLICATIONS



Therapies: No more hospitals and asylums



Potty training:
Hard times learning lead to
difficult temperamental traits



Early and chronic sexual
abuse can lead to
dehumanisation, shame, guilt



Base of psychology: his
theories helped to develop



PRACTICAL IMPLICATIONS:

As a practical implication Freud was right when he said that problems in adulthood such as depression, trauma and anxiety could be treated with therapy, Freud's methods actually help mental illness patients to be treated in clinical offices rather than in asylums or hospitals.

Even there is no evidence that potty training has a long-term effect in future adults, We can find a relation in potty training,

as this will affect in children's behaviours, for example: kids that have hard times to learn how to use the toilet they tend to be less persistent and have negative moods, also, tend to be more frustrated and want to give up easily.

When Freud said that adults' traumas or depression are product from unremembered circumstances in childhood was not wrong because nowadays, we know that that

early sexual abuse can lead to dehumanization, humiliation, shame, and guilt, which is more or less what Freud wanted to share of what he experienced during his therapies.

Even though Freud's theories have been very controversial, we still learning from them because it was a big impact in 20th century, and it helped to build the bases of psychology, for example:

- someone's behaviour is influenced by their unconscious,
- Personality development is influenced by the events in early childhood
- People protect themselves from information contained in the unconscious (Cherry, K. 2020)

CONCLUSION



Is very important to help our children grow in safe and healthy environments

Freud was wrong saying that our development is made by sexual instincts



CONCLUSION

- To conclude this presentation, in one hand, we all agree that early childhood is a very active and playful stage of our lives in which parents, friends and school have a big impact in children and their development. The most important thing always will be that our children grow in happy and healthy environments, and have good look for details to detect any early signs that may affect their normal development.
- On the other hand, even though there are few things in his theory that helped psychology to build other theories, is still very controversial and we do not agree with Freud and his psychosexual theory of development because the libido doesn't exist and because he was very sexist and homophobic

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