

Stages of cognitive development at the Jean Piaget: ----

1) the sensory motor stage: -

Acquire the newborn or young child until the age of understanding, primarily through sensory impressions and motor activities, and when he was a newborn can not move too much on himself during the first months after birth and before the age of Alamin can most children to use the plans acquired in order to integrate the behavior of trial and error mental and physical.

2) pre-processes: -

Focus children's thinking in the years of pre-school to acquire the symbols (words) which allows them to benefit from past experience more and include images of visual and children in the years of pre-school tend to focus their attention on one property at a time and they are not able to overturn or Unlike acts and mentally because they have not yet thought Angamsoa procedural or process called the pre-procedural (or operational) and refers to the thinking of children aged between two and seven years

3) the stage of macroscopic processes: -

Children over the age of seven appreciate Taadh the heart acts mentally, but their thinking operational limited things that lie actually in the present and that Ikhbrunha as macroscopic and directly, therefore, called this stage, the stage of operations macroscopic, and the nature of this phase could be clarified to the acquisition of the child for different types of preservation or survival.

4) the stage of formal operations: -

When children reach the point estimate in which to generalize and to integrate thinking, trial and error and to impose a hypothesis and tested their minds they are in the view of Piaget have reached the stage of the operations of form or image and the word form means the growth and evolution of the form of thought, structure, and although the children in the twelve years of age who can handle the mental abstractions that represent things they Ihtma macroscopic system to integrate into the behavior of Mahaloh and error while asking them to solve the problem.

Mental growth occurs when Piaget at every stage of the phase according to the following schema:

Evaluate Piaget's theory: -

That many psychologists believe in the creative world of Piaget eminent scientists such as Freud and Otson.

- Has been affected to some scientists, such as "Lawrence Kohlberg," and Robert Salman and others who have studied the social knowledge that the mind can focus on growing and consists of gradually developed with the physical growth with age

* The Piaget is considered one of the first psychologists who have focused on the growing perception of mental and cognitive psychologists have not contemplated Alslukion especially in the thinking of the child especially in the early stages.

* Began the work of Piaget is connected to moral growth and the trend has crystallized in the later stages in what is today's cognitive psychology and the theory of cognitive development to find its interpretation in showing two different: growth and diversity of experience that is the root of all properties acquired.

All the properties depend mainly on the personal development of mental ability and experience and the organization of the human personality that stems from the structure functions, and emotional.

* Piaget believes that the scientists who studied the intelligence before him, but they were unaware of the important features of the mental structure and functions and do not doubt that the opinion that Piaget did not condone some of the scientists who have measured psychometric intelligence known intelligence scales.

* Does not appear Piaget any recognition and a clear theory of learning but also indicates that the theory of learning when the "Do" can be applied to animals, rodents, and not on the children and that learning is a function of growth and can not explain growth, but that the stages of growth could explain the learning part .

* Aaajia gave special attention to fury, and its impact on human behavior and in his studies to play and dreams, and imitation.

Critique the theory of knowledge: -

Despite these positive aspects and various posts in the theory of Piaget, however it has been exposed to the criticisms the following: -

The first criticism: -

School of psychoanalysis followers believe that Piaget does not know most of the phenomena, mental and unconscious motivations and their effects on behavior and ask whether the growth stages of Piaget is in a position to form a coherent and cohesive unit? They also direct criticism to argue that mental development does not restrict the stages of a certain age as the mental development will not be fixed in the rotated.

The second criticism: -

The work of Piaget: the clinical use of the method, which may be more serious and is definitely the most difficult to defend him. The way fit the clinical direction of the conceptual and philosophical destruction and is now used in a unique way may be useful here to provide an illustrative example Many psychologists interested in education want to know whether the children were 6 years of age know the names of basic colors. And when they find children do not know here the names they are trying to find the best way to teach them that their interest in the phenomenon in question stems from the relationship between knowing the names of late, and between performance in reading and the relationship is not easy to understand while Piaget did not care at all know whether children know their colors , but he may wonder how the children arrange the colors, for example, depending on the intensity of color or brightness. And basic data to answer this question, the more complex must

be derived from careful observation of children in a variety of duties related to and interpretations of the children themselves for their behavior ...

Piaget does not care generally whether the response of the child to the demand of knowledge is correct or incorrect if the response was incorrect uses Piaget interviews and formations materials interesting to identify the kinds of assumptions substances formed by the child and then draw the mental processes to identify the types used by the child to achieve a response is correct when submitting the child a proper response can not always assume it is caused by the same rules or processes used by adults and reminded him, according to Flavell.

The second theory: "Theory of Jean Piaget in the play"

The theory of Jean Piaget in the play are closely linked to interpret the growth of intelligence and is believed to Piaget that the presence of the processes of assimilation and conformity are essential for the growth of each organism and the simplest example of a is eating food is after swallowing becomes part of the organism while the mean corresponding to approve the organism with the outside world such as a change route, for example to avoid obstacles to the nerves or constriction of the eye in bright light. If Valamlitan complementary complement each other as Piaget used the terms representation and matching in the sense of a broader Antbaka on mental processes. Valmtabqh modification done by the organism with the outside world to represent the information as up mental growth to the continuous exchange and active between assimilation and conformity, and happens to adapt intelligent when equalized processes or Tkonan in equilibrium and when there is no such balance between the two processes vegan conformity with the purpose may be prevail over assimilation, and this leads to the emergence of simulation, and may be victorious over the succession to represent the impression that harmonizes and previous experience and match between them and the needs of the individual and that is in play Vallab and assimilation is an integral part to the growth of intelligence and walking in the early stages itself.

And start playing in the stage since he sees Al_husash motor (Piaget) that the newborn child does not understand the world in the range of objects in time and place, if we built our rule of different reactions when the child is absent from the bottle is a bottle of view missing forever, and when the child takes in absorption is not responding to alert his mouth and by sucking, but the process time is free of food and this is not played up to that because it continues to Naloguet sweet taste. And move the child's behavior is now beyond the stage of reflection, where the elements join the new league to the reaction between stimuli and responses back to reduce the activity of the child repeatedly for what he did before, and this is what Piaget called assimilation, such as retrospective and this frequency is in itself the vanguard of the game. There is no need to Piaget and assuming there is a special play to see the manifestation of assimilation, which means again to do what a view to coping with it and strengthen it. In the fourth month is consistent consideration and touch what it returns this work again and that is in play rejoicing (and functional) and cheers for that reason stems from the repetition of acts that are controlled by the If you know the child revealed the covers in order to search for toys and other things make this disclosure decreases the same game enjoyable to the child of the seventh month, and even the second-year-old. Vallab is not a repetition of something successful, but became a frequent

change in the late stage, and sensory motor work becomes possible in the absence or presence of objects with the claim and pretend. Vallab symbolic or pretend distinguishes intelligent diagnostic phase extending from the second to seventh through twelve years old. Vallab is not a repetition of something successful, but became a frequent change in the late stage, and sensory motor work becomes possible in the absence or presence of objects with the prosecution and illusion. Vallab symbolic or illusion distinguishes intelligent diagnostic phase extending from the second to the seventh year of age thinking first take the form of alternative acts that still belong to the last movement sensory perceptions.

Omaallab symbolic delusional he the same function in the growth of the diagnostic thinking Kalozifah which was carried out by the training stage to play in the sensory motor if it is sincere, and therefore works on arranging and re-think on the basis of images and symbols that have been mastered. Symbolic play as well as lead to a child's emotional experiences and to strengthen them. However, to play a special adjective derived from the delusional character of the child's mental processes in this phase. Becomes delusional and play in the diagnostic phase of a more organized and compact, and with the growth experiences of child transmission occurs largely to the diagnosis more organized and compact, and with the growth experiences of child transmission occurs largely to play the correct diagnosis of the truth. This involves more sensual movements and exercises so that the actual playing of the appropriate approximation of reality. And the child becomes more at the same time conform to the society. And moves the child in the period between the eighth and eleventh to play sentenced systems group which replaces the games illusion is past, and despite the fact that these games are governed by the rules to adapt socially and continue until adulthood, they remain, and if it represents more of them adapted to reality. Piaget's theory and give the toys, and a clear biological function as an active and frequent training is the attitudes and experiences of new Napoleon represented mentally and provide an appropriate description of the successive growth of healthy youth.

Draw from the above that the theory of Piaget in the play is based on three key assumptions:

- 1) The mental development is moving in a specific sequence can be accelerated or delayed, but experience can not change alone.
- 2) that this sequence is not continuous but consists of the stages must be carried out each stage before starting the next stage of knowledge.
- 3) This sequence in the mental development can be interpreted depending on the type of logical operations that include it.