

3 A's of Piaget theory of cognitive development

Piaget theory of cognitive development has used the following two steps or activities i.e., organisation and adaptation which have been described as follows:

Adaptation : According to Piaget, children have inborn tendency of adjustment to their environment. This is tendency has been termed as 'adaptation'. According to him, the child starts adaptation with the environment right from the beginning.

Organisation : When a child faces any stimulating situation, then his different mental activities do not work separately, but they function simultaneously and collectively help him in acquiring knowledge. At mental level, this activity continuously occurs. Adaption to environment is the result of the organisation.

Hence, organisation and adaptation are complementary processes to each other. The relationship of a person with the environment affects the organisation internally while adaptation influences externally.

Sub - processes of Adaptation : According to Piaget, adaptation has two subprocesses of assimilation, or we can say that this process of understanding & change involves two basic functions, such as -

(a) Assimilation (b) Accommodation

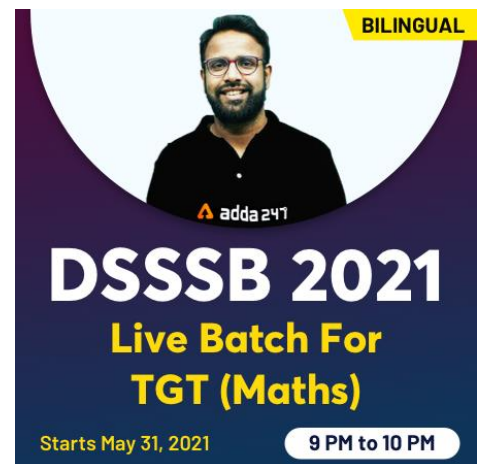
(a) Assimilation : Assimilation is such a process in which the child takes the help of earlier learned strategies or mental processes. It is a biological process. According to Piaget, from a biological point of view, assimilation is the integration of external elements into evolving or completed structures of an organism.

Example : when a person takes his meals, it does not stay basically in the body. The blood made out of meals is absorbed in the muscles in such a way that the shape of muscles changes. This makes clear that as a result of the process of assimilation structural changes occur.

- Assimilation describes humans perceive and adapt to new information.
- It is the process of taking one's environment and new information and fitting it into pre - existing schemas.
- Assimilation occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it.

(b) Accommodation : Accommodation is that process which occurs when the pre-learned strategies or mental processes are not workable. According to Piaget child makes balance between the processes of assimilation and accommodation. When a child faces new problem, then cognitive disequilibrium is created, and the child starts his efforts to remove that cognitive disequilibrium, both the processes of assimilation or accommodation.

- Accommodation is the process of taking one's environment and new information, and altering one's pre - existing schemas in order to fit in the new information.



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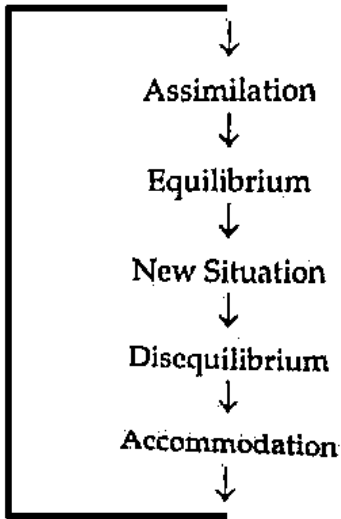
TGT (Maths)

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- Accommodation is imperative because it is how people will continue to interpret new concepts, schemas, framework etc.

Process of Development :



Other Terms:

Schemas: Piaget called the schemas the basic building block of intelligent behaviour, a way of organizing knowledge.

- It is useful to think of schemas as "units" of knowledge, each relating to one aspect of the world, including objects, action & abstract (i.e. theoretical) concepts.
- A schema can be defined as set of linked mental representations of the world, Which we use both to understand and to respond to situations.

For example, a person might have a schema about buying a meal in a restaurant. The schema is a stored form of the pattern of behaviour which includes looking at a menu, ordering food, eating it and paying the bill. This is an example of a type of schema called a 'Script'.

Equilibration : Equilibration is the forced which moves development along. Piaget believed the cognitive development did not progress at a steady rate, but rather in leaps and bounds. Equilibrium occurs when a child's schemas can deal with most new information through assimilation. However, an unpleasant state of disequilibrium occurs when new information cannot be filled into existing schemas (assimilation).

Disequilibrium :When a child's experience matches what they understand they are in a state of equilibrium. If they come across a new situation or task that they do not understand, Piaget called this disequilibrium. This occurs when a child is unable to use existing schema to understand new information to make sense of objects and concepts.

