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DEVELOPMENT OF MOVEMENT 0-3 YEARS

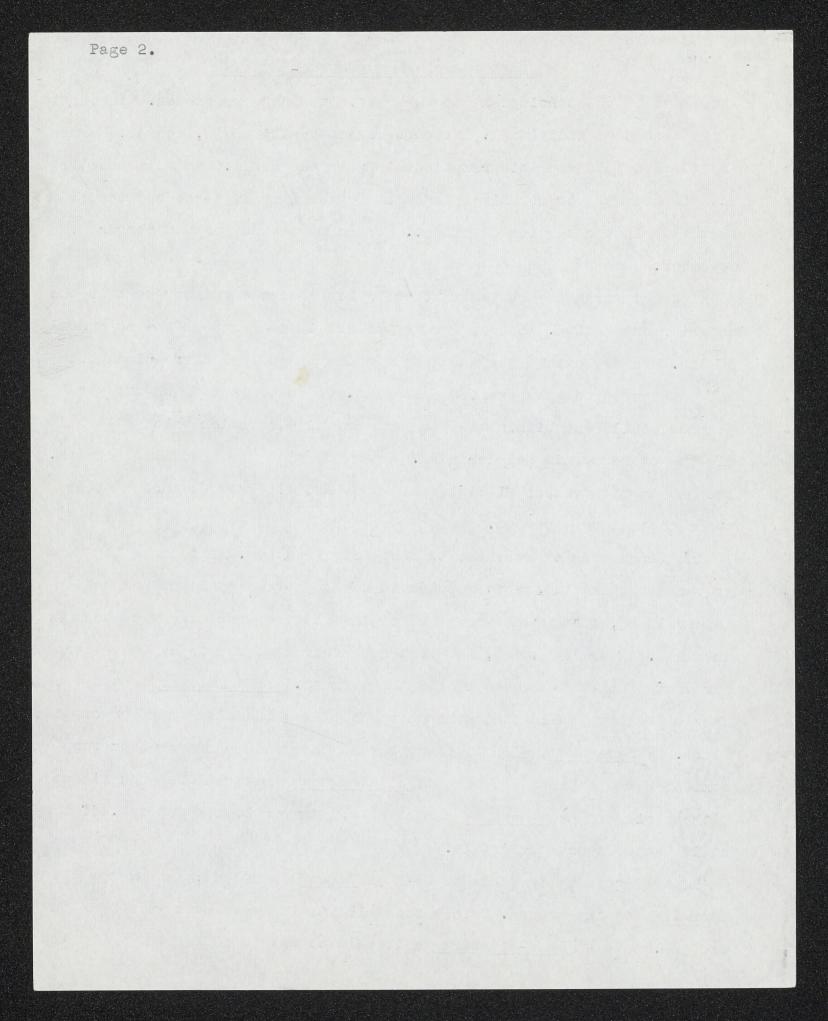
Movement is the conclusion and purpose of the nervous system. Without it there can be no individual. The nervous sytem with brain, senses, nerves and muscles puts man into relationship with the world. Man's purpose in life is not just to use his talents to better himself alone but to use them also in the service of others. He achieves this purpose through movement.

Mind and movement are two parts of a single cycle and movement is the superior expression. Without movement there is no progress and no mental health. Man may extend his movements further than any other animal but this he can do only by everting his will. He comes into this world a helpless child but within him lie many creative energies which will help him to overcome his helplessness. These energies may be called nebulae. The nebula of movement will give him the stimuli and guidance that he needs to achieve movement.

The first step of movement is that of grasping. As soon as the hand com grasps something the consciousness is called to the hand and prehension is developed, that which was at first instinctive becoming a conscious movement. After his hands, he next moves his legs but fully intentional movement of the head comes by the third month. From 3 months onward the baby will lift itself on its hands so that head and shoulders are off the floor. By <u>6 months</u> the child likes to sit propped up (preparation for next stage which that of sitting) <u>At 8 months</u> most children can sit up without **add** and by <u>9 months</u> can stand holding on to some object. If the child wants to move he crawls.

The average baby is able to walk at <u>1 year</u> if helped, and places the foot flat on the ground. Before this his walking movements were made on tip toe. Between $1/4 - 1\frac{1}{2}$ years he is able to walk unaided and now tries

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tp carry the heaviest object he can find. He uses the maximum effort at $\frac{1\frac{1}{2}}{\frac{1}{2}}$ years. He walks carrying heavy objects, catches hold of objects when climbing, and goes up the staircase, for the first time now using hands and feet together-<u>co-ordination of movement</u>. By <u>two years</u> he runs, holding objects at the same time and from $2\frac{2}{2}$ years he likes to go for a walk, not with the object of getting somewhere but walking with the aim of exploring and absorbing. He notices everything new and examines it, particularly the small, almost unnoticalbe objects. These walks are very important in a child's development.

DEVELOPMENT OF MOVEMENT OF THE HANDS.

By the time the child is two or three months old he is making grasping movements, grasping objects but without conscious knowledge of the fact. At six months it becomes intentional for sight, mind, brain and hand cofordinating. Between <u>3-6 months</u> it becomes intentional for sight, mind, brain and hand co-ordinating. Between <u>3-6 months</u> the child realiz es that his hand is a part of himself. By <u>9 months</u> he grasps objects from his own environment-**Exs.** books, coal, screws etc.

By 1 year he is repeating work or play actions-putting something in to something else-building. He discriminates between his desires and actually makes a considered choice. He is joing up all movements and lifting heavy objects between $1-l\frac{1}{2}$ years.

From $l\frac{1}{2}$ -2 years he moves things with a purpose. He loves cleaning, dusting etc; washes up with great precision. Anything that can help the child help himself is the key to development from $2-2\frac{1}{2}$ years.

NATURE OF MOVEMENT

As mentioned in the first paragraph it is the nervous system that controls movement, this includes the brain, the sense organs which Page 3.

collect impressions and pass them on to the brain, the muscles and the nerves. The nerves are like cables transmitting nervous energy to the muscles. For each muscle that moves forward there is another that will retreat, as one contracts the other relaxes. If one makes a compound movement such as moving the head and feet together this is called an *formation of the second second and the second seco*

DEVELOPMENT OF LANGUAGE 0-3YEARS

The child at birth does not possess language but he does possess the power of constructing a language by the unconscious activity of absorption This potentiality is calld the "nebula of language" from which the child receives the suitable stimuli and guidance for the formation in himself of his mother tongue. He becomes able to distinguish the sounds of spoken language from other sounds and noises which reach him, all mixed together.

There are two parts of the brain that deal with language, one for heard language, the other for the spoken. So also physiologically there are two separate organs, the ear that deals with the heard language, and the throat, mouth and vocal chords that are used for speech. These two organs develop quite separately, the one for hearing developing before the other. The movement for reproducing sounds is first impressed on the inner psyche of the child through the ear-then movement CO-heirs. such AR MOVANY, the head feet together this is called an allied reflex At As a movement, not acquired by man until he has practised it many times. If there are two antagonistic reflexes simultaneously stimulated the prevent philm, Frenchick the off the prime off the other the head had had had the the

Bage 4.

The child's activity follows his sensation of hearing. The ear is an extremely sensitive organ constructed like a harp with 64 strings arranged specially, like a seashell.

In front of the harp is a resonating membrane like the stretched surface of a drum. Whenever a noise strikes this, the strings vibrate and the hearing picks up the music of speech. It is mainly to the music of words that the human ear makes response.

Between 1-3 months the child will turn at the sound of a voice. He knows that sound comes from a person and he turns towards them. By 4 months he looks intently at people's mouth . He knows sounds, comes from there. By 6 months the child speaks his first syllable and will repeat it(ad infinituam) he is practising it-constant repetition.

From 6-100 months there is more absorption and the formation of babblingthis is the practising of sound absorbed from listening to the production of language. At 10 months he becomes conscious that language has meaning. At one year the child speaks his first intentional word. When the child begins to attach words to people e-g- mother, father (about ten months) and realises that the words coming from a person's mouth are meant for him he tries extremely hard to utter the ones he knows. By one and a fourth years the child understands the general language and can take in the sense of the thing-not just one word. He begins to use a certain amount of baby language. He can become grustrated and upset at this stage through trying to make himself understood. By $l_2^{\frac{1}{2}}$ years he uses nouns like dinner, dog, cow, etc. Between $l_2^{\frac{1}{2}}$ and 2 years he starts to use phrases of a few words a great deal. By 2 years there is the completion of the vocabulary with suffixes, prefixes, adverbs etc; Fom $2\frac{l_2}{2}$ - 3 years the child uses language in which he expresses the future. Page 5

Defects or impediments in speech are generally due to frustrations or or shock undergone in this period-while language is being formed. These defects can last for life. One should, therefore try to be prepared one or two stages ahead of the child's present stage in order to help him successfully through each succeeding one.

DEVELOPMENT OF INDEPENDENCE 0-3 YEARS

The child's conquest of independence begins with his first introduction to life. Independence is gained with each stage of development. While the child is developing he perfects himself and overcomes every obstacle that he finds in his path. The force within him that guides his efforts towards their goal is called (howie)

Natural development is the gaining of successive levels of independence both in the physical and mental fields. At birth the child becomes independ[•] ent of his mother's bodily processes. This next step is to absorb un[•] consciously his environment. First he takes in the world, then he analysis it. He first absorbs the environment through his senses. These are the organs for taking in. By absorbing what he finds about him the child forms his own personality.

By six months the child is beginning to take food other than milk, gradually he is becoming independent of his mother. Now also he pronounces his first syllables and as soon as he can talk he expresses his own needs, no longer being dependent upon others to guess them. Learning to speak is a huge step along the path to independence. So also is learning to walk.

This is specially significant, not only because it is extremely complex but because it is done in the first year of life side by side with the formation of language. The child develops by the exercise of that independence which he has gained and the measure of independence gained will depend upon the amount of freedom which has been allowed him. Page 6.

The child's first conscious bid for independence is when he defends himself against those who try to do an action him e⁻g; sometimes at 9 month the child grabs the spoon and tries to feed himself. If he insists he should not be stopped for to do this would hinder the growth of independence. Walking and talking having been achieved the child tries to enlarge his independecy by endevering to dress and undress himself. First in one way, then in another he beacemes ever less dependent on the persons about him; till the time comes when wants also to be mentally independent. Then he shows a liking to develop his mind by his own experiences and not by the experiences of others. He begins to seek the reason for things. In this way human individualization comes about in this period.

The child seeks for independence by means of work, and independence of body and mind. This achievement is brought about by continuous activity and effort because independence is not a static condition; it is a continous conquest, and in order to teach not only freedom but also strength and the perfection of one's powers it is necessary to follow this path of unremitting toil.

So we find that by the age of three years the child from being a helpless infant has become proficient in the art of walking. He can talk and reason. He is now ready for still greater steps along the path of independence.

SENSITIVE PERIODS

Sensitive periods are transitory stages in a child's development dur ing which he shows clearly an inner urge towards certain activities which he constantly repeats in spite of the external object being achievied. He repears them to fulfill a deep inner need which urges him toward independence. Each sensitive period is succeeded by another and each depends upon the previous one. Before a child reaches a certain stage nothing to do with that period will interest him. When the period has passed he loses interest in the things to do with it.

Each sensitive period has as its aim the independence of the child in one field or another. So we find that the first sensitive period accuming within the child is for language. Independence in this field will give him the power to express his own needs. thoughts and wishes. It was Dr. Montessori who firstfirst realised that children possessed this sensitivity for certain things at a particular stage in their development. She mentions the Dutch biologist De Vries who discovered sensitive periods in animal life. He gives as an example the various stages of the butterfly that at certain periods in its development possesses sensivity towards certain things and immediately it has passed the period loses the particular sensivity belonging to that stage eg. the butterfly lays her eggs in the fork of a tree away from the light

The hatched out and immediately begins its long journey up the branches of the tree toward the young leaves upon which it will feed. During this time it is irrisistable attracts towards the light. When it arrives at the tip of the branch it immediately starts to feed upon the young leaves. When the caterpillar has passed though it first stage and if full grown it can eat other food and it then loses its sensibility to light. This was proved in the laboratory by De Vries. He placed the grub at one end of the dark tube, and placed a faint light at the other. The grub wriggled rapidly towards the faint ray of light even though there were no leaves there. After a certain period the ray of light then left it completely indifferent.

Dr. Montessori applied this idea then to the study of the children and discovered that they too, possessed this sensivity at certain periods of development.

During these periods certain traits are apparent in the children.

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Page 8 1. They make superb efforts to achieve their goal.

2. The effort brings concentration. A child will stay completely absorbed in his task for hours, oblivious to everything else. One example is of the child striving for perfection in movement. He will sit for a long time with a tray containing two jugs one filled with rice, just pouring rice from one jug to another, trying hot to spill. The effort and concentration are tremendous.

3. Serenity, calm happiness, in fulfilling a task are other features. The child feels satisfaction in carrying out the commands of nature. One may als also notice lack of fatigue. The child, instead of being tired by his effort is refreshed.

4. Constant repetition is another. The child repeats an action ('ad Infinctu m) until perfection is achieved.

One must have a prepared environment for the child. In a Montessori classroom this is achieved. Very piece of apparatus is d esigned to help the child overcome one obstacle-Everything is made to his size, table, chair etc:

Each piece of apparatus will isolate one difficulty only. It must also give him the possibility of repetition and of movement. It is through movement that the child experiences.

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was used to before birth. The mother and child should not be in separate rooms. He should be fed as he needs nourishment and not according to a strict time table. Light and sound should not be too noticeable at first.

As the baby begins to take an interest in his environment he should be placed where he can see what is going on around him-- not flat in a cot where all he can stare at is the ceiling. The room in which he is in should be cheerful and gay and not sparsely spick and span. The baby is absorbing impressions and experiences all the time and to give him as rich an ex[~] perience as possible one should give him ample opportunity to see and hear what is going on about him.

As his interest in language is awakened try to help him. Try your best to understand what he is endervoring to say. Speak your words clearly and slowly.

After three months when the child starts to have a little solid food one can vary the texture of the cereal and give his palate a wider range of experience. It will help later, for he will become accustomed to various kinds of food.

When a child begins to show independence, when he wants to dress himself and eat without help give him every chance to do things alone.

For training in habits of cleanliness watch for the moment when the child can stop- and start again of his own accord- this is when the child's muscles for the function are formed. A child becomes conscious of the move² ment between the age of 12-18 months. When the baby starts to crawl take care to guard it, but also let it have as much freedom as possible to move around, don't keep him shut up in a play pen unless it is absolutely im² possible for him to be anywhere else. If at this stage he crawls up the stain stairs and you are at the top do not rush down to help him but let him reach PAGE 13.

Later about 2 year, the child want to help with the household chores, washing, dusting, sweeping etc. as far as is possible let him help for he is striving for co-ordination of movement.

Of a child has a bad habit look for the reason why and try to stop it. for example, if he is a thumb sucker and does it for pleasure it is pro[~] bable that he is missing something in another field. Give him plenty to do with his hands in this case.

Always be prepared in every field and stage of the child's development for what happens next. When he start to crawl be ready for when he is try ing to walk. When he tries to speak help him by clearly repeating the words he knows. Never hinder him in his development but let the child know he is wanted and loved but do not spoilhim for this will destroy independ ence, feeling of security and respect for other people.