

Psychodynamic perspective.

In this perspective, the advocates believe that much of behaviour is motivated by inner forces, memories and conflicts of which a person has little awareness or control.

The inner forces which may stem from one's childhood, continually influence behaviours throughout the life time.

- Freud Psychoanalytical Theory.
It is closely related to single person and his theory - Sigmund Freud and his psychoanalytical theory.

This theory suggest that unconscious forces act to determine personality and behaviours.

To Freud, the unconscious is a part of the personality about which a person is unaware. It contains infantile wishes, ~~one~~ desires demands and needs that, because of their disturbing nature, are hidden from conscious awareness.

Froed suggested that the unconscious is responsible for the good part of our everyday behaviours.

- Acc. to Froed, everyone's personality has 3 aspects
id, ego and superego.

* id is the raw, unorganised, inborn part of personality that is present at post birth. It represents primitive desires related ~~to~~ hunger, sex aggression and irrational impulses.
- It acts acc. to the pleasure ~~pr~~ principle, in which the goal is to maximize satisfaction and reduce tension.

* Ego. is a part of personality that is rational and reasonable. The ego acts as a buffer between the real world outside of us and the primitive id.
The ego operate of reality principle in which energy is used to for maintaining safety of the person and help combine the person with society.

* Superego. presents the persons conscience, incorporating distinction between right and wrong. It begins to develop around age five to six and is learned from individuals parents, teachers and other significant figures.

After providing different parts of personality Freud also gave the ways in which personality is developed in psychosexual development in which ~~pleasure~~ pleasure, gratification and satisfaction is focused on a particular biological function or part.

1) Oral (birth to 12-18 months) (mouth)
primary source is mouth
derives ~~pleasure~~ pleasure from oral stimulation
through activities like latching, sucking
develop sense of trust and comfort
- issues leads to - nailbiting, drinking smoking

2) Anal stage (1-3) years. (Bowel & bladder control)
primary focus on bowel and bladder movement
major conflict is toilet training.
Developing this control leads to sense of accomplishment and independence
issues can lead to a wasteful, destructive messy personality

3/ Phallic Stage (3-6 years) (genitals)
primary focus is on genitals
children develop the sense of
difference between males & females
- oedipus complex - feeling of
wanting to possess mother.
- Electra complex - feeling or wanting
to possess father

4/ Latent stage (6 - puberty) (sexual feelings are
superego develops & suppresses id.
Develop social skills, values and
relationship with peers and
adults outside the family.
This stage is important for social
& communication skills and self-
confidence
issues - lead to inability to form
relationships in adults.

5) Genitals (puberty - lifetime) (maturing
sexual interests)
In this age it develops a strong
sexual interest in opposite sex.
This stage begins with puberty and
last for life time

Erikson's ~~the~~ psychosocial theory.

Erik Erikson provided an alternative to Freud's psychodynamic theory in his ~~psy~~-psychosocial development which emphasizes our social interaction with people.

In his view both society and culture shapes us.

Erikson theory suggests that development changes occur throughout our lives in 8 stages.

The stages ~~fall for all~~ emerge in fixed pattern and fall same for all people.

Erikson argue that each stage presents a crisis or conflict that the individual must resolve.

Even though no crisis is ever resolved fully, making life increasingly complicated the individual must at least address the crisis of each stage sufficiently to deal with demands made during the next stage of development.

The stages are as follows

1) Trust vs mistrust (birth - to 1 year)
care givers pamper.

2) Autonomy vs shame. (1 - 3 yrs)
make own simple decisions develop sense of autonomy
Potty toilet training.

3) Initiative vs guilt doubt. (3-6 years)
begin to assert preschool.
then power & ~~assert~~ ~~the~~ control over the world
through social interactions

4) Industry vs inferiority (5-11 years)
begin to develop a sense of
pride in their accomplishment
and abilities
open with new social and academic demands

5) Identity and ~~diffusion~~ ^{confusion} (adolescence to adulthood)
developing a sense of identity
which will continue to influence behavior
and development for rest of the
life
proper encouragement and reinforcement
build a strong sense of self &
feeling of independence if not
stay confused for rest of life

6) Intimacy vs Isolation (early adulthood)
learn to form intimate, loving
relationships with other people

7) Generativity vs stagnation (middle adulthood)
needs to create & nurture things
that will outlast them
Success will bring a feeling of usefulness a way
failure shallow ~~info~~ involvement in the world
unproductive is involved

Q) Integrity vs despair (during old age)
focus on reflecting back on life:
if they were happy with the life they
lived or regret the things they did or
didn't do.

Success feeling of wisdom, sense of fulfillment
Failure regret, bitterness and despair.

Behavioural Perspective.

Rather than looking inside the organism
at unconscious processes, the behavioural
perspective suggests that the keys to
understanding development are
observable behaviour and outside
stimuli in the environment. If we
know the stimuli we can predict the
behaviour.

- This perspective rejects the notion that
people universally pass through
a series of stages. Instead, people
are assumed to be affected by the
environmental stimuli to which they
happened to be exposed.
- Developmental patterns ~~is~~ ^{are} ~~a~~ ^{part} personal
reflecting a particular set of environmental
stimuli and behaviour is the
result of continuing exposure ~~of~~ ^{to} specific
factors in the environment.

Classical conditioning - J.B. Watson
Dog experiment

Operant conditioning - B.F. Skinner.
Reinforcement and punishment

- | | | | |
|---|-----------------------------|---|---------------------------|
| | Reinforcement | | Punishment |
| + | Add pleasant stimulus | + | Add unpleasant stimulus |
| - | Removes unpleasant stimulus | - | Removes pleasant stimulus |

Social - Cognitive Learning Theory
through imitation.

- not from trial error
- not from experience
- It says when we see a model behaviour being rewarded we imitate.
- 4 steps
 - * observer pay attention and review the most critical features of the model's behaviour
 - * both observer must successfully recall the behaviour
 - * reproduce the behaviour correctly
 - * observer motivated to learn and carry out the behaviour