

Psychology

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(Psychology) (Chapter – 9) (Motivation and Emotion)

(Class - XI)

Short Answers Type Questions

Question 1:

What's the difference between trait and phenotype?

Answer 1:

A trait is an attribute of the organism's phenotype. Thus, in genetics, the trait is additionally noted because the phenotypic trait, to tell apart one trait from another within the more-inclusive term, phenotype. The phenotype of an organism is comprised of various traits.

Question 2:

What changes happen during adolescence?

Answer 2:

Adolescence could be a time for growth spurts and puberty changes. a young adult may grow several inches in several months followed by a period of very slow growth, then have another growth spurt. Changes with puberty (sexual maturation) may happen gradually or several signs may appear at the identical time.

Question 3:

What's invincibility fable?

Answer 3:

The invincibility fable may be a style of thought pattern that's noted most often in teenagers. it's an egocentric way of thinking that's characterized by a belief of indestructibility; that they will not get caught when doing wrong which they will not be hurt (or killed) by engaging in risky behaviors.

Question 4:

What makes an individual selfish and self-centered?

Answer 4:

An unpleasant person wants everything for themselves, with no thought for the requirements of others. Someone who is self-centered is pre-occupied with themselves and is solely concerned with their own welfare, needs and interests. Self-centered people tend to not only be selfish but also egotistical and self-sufficient.

Question 5:

What are the three main cognitive theories?

Answer 5:

There are three important cognitive theories. The three cognitive theories are Piaget's developmental theory, Lev Vygotsky's social cultural cognitive theory, and therefore the information process theory. Piaget believed that children undergo four stages of cognitive development so as to be ready to understand the globe.

Question 6:

What are the important features of lifespan perspective on development?

Answer 6:

The main features of life-span perspective on development are as follows: Development may be a lifelong process that takes place across all age groups ranging from conception to maturity. It also includes the interaction between gains and losses, which is dynamic.

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Chapter 9 Psychology

**Edward Alexander Bott, William E.
Blatz, Nellie Irene Cooper Chant**

Chapter 9 Psychology:

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Observation and Training of Fundamental Habits in Young Children Edward Alexander Bott, William E. Blatz, Nellie Irene Cooper Chant, 1928 The Role of Eye-muscles and Mouth-muscles in the Expression of the Emotions Knight Dunlap, 1927 **Textbook of Salesmanship** Frederic Arthur Russell, 1924 The Development of Children's Memory Lynne E. Baker-Ward, David F. Bjorklund, Jennifer L. Coffman, 2021-06-10 In this introduction to The Development of Children's Memory The Scientific Contributions of Peter A Ornstein we provide biographical information for Professor Ornstein and identify some contextual influences on his work We then examine the four distinct but interrelated programs of research he conducted that form the structure for this volume Next we briefly describe the chapters that are included in the review of each research program and introduce the authors Ornstein's scientific development over his 50 years in research is depicted as moving from the study of age related changes in memory performance to an increasing emphasis on the developmental processes that result in skilled remembering in children This transition both reflected and contributed to the emergence of a developmental science of memory Over a century of memory research has swung between the two poles of the mechanistic model of Ebbinghaus and the adaptive sociocultural and organismic view of Bartlett both of which were necessary but neither of which was essentially developmental The Ornstein lab has over the last half century with experimental rigor explored how growing children use memory adaptively in meaningful contexts From the transitional era of verbal learning in the 1950s to the cognitive revolution of the information processing period in the 1980s models of memory focused on the development of the deployment and control of strategic processes of remembering models that despite their modern sophistication owe something to Ebbinghaus But children grow up embedded in cultural structures of meanings ranging from the doctor's office to the courtroom aided or hindered by the people in them intent on helping growing children to use memory adaptively within those cultural narratives

The Theory of Organized Play Wilbur Pardon Bowen, Elmer D. Mitchell, 1923 **A Study of Natio-racial Mental Differences** Nathaniel David Mtttron Hirsch, 1926 **Management Review**, 1926 Has supplements Educational Psychology Charles Fox, 1928 Acquiring Skill in Teaching James Richard Grant, 1922 **Journal**, 1895 Principles of Ethics James Henry Dunham, 1929 Kindergarten Course of Study Detroit (Mich.). Board of Education, 1926 Secondary Education Aubrey Augustus Douglass, 1927 School Supervision in Theory and Practice Ellsworth Collings, 1927 Principles of Economics Oswald Fred Boucke, 1925

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