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Reversibility means psychology

The specific operational phase is the third phase of Piaget's theory of cognitive development. This period extends over the medieval period – it begins around 7 years and continues to about 11 years – and is characterized by the development of logical thinking. Thinking still tends to be very concrete, children become much more logical and sophisticated in their thinking during this stage of development. Although this is an important stage in itself, it also serves as an important transition between previous stages of development and the coming stage where children will learn to think more abstractly and hypothetically. Children of this age become more logical about specific and specific things, but they still struggle with abstract ideas. Piaget determined that children in the concrete phase were quite good at using inductive logic (inductive reasoning). Inductive logic involves going from a particular experience to a general principle. An example of inductive logic would be to note that every time you are around a cat, you have itchy eyes, a runny nose and a swollen throat. You can then reason from the experience that you are allergic to cats. Illustration by Cindy Chung, Verywell On the other hand, children of this age have difficulty using deductive logic, which involves using a general principle to determine the outcome of a particular event. For example, a child may learn that $A=B$ and $B=C$, but may still struggle to understand that $A=C$. One of the most important developments at this stage is an understanding of reversibility or awareness that actions can be reversed. An example of this is being able to reverse the order of relationships between mental categories. An example of reversibility is that a child may be able to realize that his or her dog is a Labrador, that a Labrador is a dog, and that a dog is an animal. Another important development at this stage is the understanding that when something changes in shape or appearance it is still the same, a concept known as preservation. Children at this stage understand that if you break a candy bar up into smaller pieces there is still the same amount on when candy was whole. This is a contrast to younger children who often think that pouring the same amount of liquid into two cups means there is more. For example, let's say you have two candy bars of exactly the same size. You break one candy bar up into two equal sized pieces and the other candy carried up into four smaller but equally large sections. A child who is in the concrete operation phase will understand that both candy bars are still equally, while a younger child will think that the candy bar that has more pieces is larger than the one with only two pieces. The specific phase of operation is also characterized by a decrease in egocentrism. While children in the previous stage of development (the preoperational stage) struggle to take the perspective of others, children in the concrete stage are able to think about things the way others see them. In Piaget's Three-Mountain Task, for example, children in the specific operational scene describe what a mountain scene would look like to an observer sitting opposite them. In other words, children can't just start thinking about how other people look and experience the world, they even start using this kind of information when making decisions or solving problems. One of the main characteristics of the concrete-operative stage is the ability to focus on many parts of a problem. While children in the preoperational stage of development tend to focus on only one aspect of a situation or problem, they are in the concrete operational phase able to engage in what is called decentralization. They are able to concentrate on many aspects of a situation at the same time, which plays a critical role in the understanding of conservation. This phase of cognitive development also serves as an important transition between the preoperational and formal operational stages. Reversibility is an important step towards more advanced thinking, but at this stage it only applies to specific situations. While children in previous stages of development are egocentric, they become more sociocentric in the concrete operation phase. In other words, they are able to understand that other people have their own thoughts. Children at this point are aware that other people have unique perspectives, but they are not yet able to guess exactly how or what the other person is experiencing. This growing ability to mentally manipulate information and think about the thoughts of others will play a critical role in the formal operational development phase, when logic and abstract thinking become critical. Thanks for the feedback! What are your concerns? Verywell Mind uses only high-quality sources, including peer-reviewed studies, to support the facts of our articles. Read our editorial process to learn more about how we fact-check and keep our content accurate, reliable and reliable. M Badakar C, J Thakkar P, M Hugar S, Kukreja P, G Assudani H, Gokhale N. Evaluation of the relevance of Piaget's cognitive principles among parents and orphans in Belagavi City, Karnataka, India: A comparative study. *Int J Clin Pediatr Dent.* 2017;10(4):346–350. doi:10.5005/jp-journals-10005-1463 Additional Reading Rathus. SA. Children and adolescence: Travelling in development Belmont, CA: Thomson Wadsworth; 2008. Santrock, JW. A current approach to the development of longevity (4 ed.). In 1999, a new city was established in New York City. 2008. Four stages Sensorimotor: (birth to 2 years) Preoperations: (2 to 7 years) Concrete operations: (7 to 11 years) Formal operations: (11 to 16 years) Underlying assumptions Each step lays the foundation for the next All going through the same stages in the same order Each step is qualitatively different. It means that there is a change in nature, not just quantity The child is an active student. Basically, they have to do it on own, they can not be told Sensorimotor Stage (birth to 2 years) A child comes into the world and knows almost nothing, but they have the potential that comes in terms of: brain makeup reflexes e.g. sucking and visual orientation innate tendencies to adapt to the environment Infants use these potentials to explore and gain an understanding about themselves and the environment. They have a lack of object permanence, which means they have little or no ability to think things like existing outside their immediate vicinity. For example. When you place a barrier, such as a piece of wood in front of an object, an infant will believe that the object does not exist. Preoperational Stage (2 to 7 years) Preoperational

intelligence means that the young child is capable of mental representations, but does not have a system for organizing this thinking (intuitive rather than logical thought). The child is egocentric as they have difficulty distinguishing from their own perceptions and perceptions of others. A classic example is that a preoperational child will cover their eyes so that they can't see anyone and think that that person can't see them either. The child also has ridged thinking, which implies the following. Centration a child will be completely stuck at one point, not allowing them to see the wider picture. For example, focus only on the height of the container instead of both height and width when deciding what has the largest volume. The state can only concentrate on what something looks like at the time. Appearance focuses on what something looks like rather than reality. Lack of reversibility cannot reverse the steps they have taken. Do not realize that one set of steps can be interrupted by another set of steps. Lack of Preservation realizes that something can have the same characteristics even if it looks different. Concrete operations (7 to 11 years) Intelligence is now both symbolic and logical. Buying operations = a set of general rules and strategies. The most critical part of the operations is to realize reversibility = both physical and mental processes can be reversed and interrupted by others. The specific operative child will overcome the aspects of stiffness evident in a preoperational child. These are: lack of reversibility states appearance preservation Tasks with concrete operations are: Seriation put elements (such as toys) in height order. Classification the difference between two similar elements as centipedes and roses. Conservation realize something can have the same characteristics, even if it looks different. It is important to realize that operation and preservation do not develop at the same time. They develop gradually and are not an all or nothing phenomenon. For example, the first to develop numerical preservation is followed by mass preservation, area preservation, liquid preservation and ultimately solid volume retention. Thinking is not abstract. It is limited to specific phenomena and the child's own Experiences. Formal operations (11 to 16 years) The child is able to formulate hypotheses and then test them against reality. Thinking is abstract, as is a child / adolescent can formulate all possible results before starting the problem. They are also capable of deductive reasoning. Reasoning.

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