Tasks model: A tool to study the human development

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Abstract

Different cultures have raised the development of people through their life cycle, as successions of stages, which are defined by rites of passages and tasks, which often are activities that must be met in order to access the rites, or by tasks that are accomplished and define on their own the closure or compliance with these stages. From these traditions of cultures and different approaches to research approaches in psychology and psychoanalysis the task model conceptualization is structured as a tool that facilitates the study of developmental psychology. Different approaches tasks have been proposed in various contexts for the study of development; in particular, from the study of adolescence and latency from clinical practice on the one hand; and on the other from the analysis of psycho development and research in prevention and educational contexts, from where they have documented and demonstrated applications of this model. In this paper, from the research of primary school students and the evaluation of conceptual materials on adolescence, evidence, practice and usefulness of a conceptual tasks model for development assessment arises. The existence of task structures for stages of development enables applying this knowledge to orient and optimize this development while facilitating tasks in applied areas

Keywords: Developmental psychology; Task model; adolescence ; second childhood: latency

1. Background

The process of human development is complex and involves an interaction of contexts and variables that research, science and culture have sought explain and understand traditionally.

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Traditional evidence shows that in every culture there are different models of development and aging and although varieties are present, they also have elements in common which suggest that the natural tendencies are guiding this process, but they are giving modifications according to the different environments and circumstances.

Theories of development have usually show positions that focus in explanations that are based on two positions which are usually raised as antagonistic and are, on the one hand biology with all the natural structure of the human being; and on the other hand, culture with all social and artifacts and institutions that have emerged, and developed and the different social aspects over time.

The naturalist position taken to an extreme, would prevent the presence of the progress and development of human culture, because no one would get out of the limits of biology. However, the development of human culture with all its virtues and defects shows that these limits were broken long ago and that the corresponding milestone is not very clear. It could be, when the first hominids changed their shift to the standing position, or when the first tools are developed; or when are established the first attempts of symbolic communication; but the proof is that the human being has transcended biology, and then generate the human culture, which is complex and is divided into many subcultures, but with something in common which is the symbolic expression of values and the existence of a complex language.

On the other hand, the culturalist position taken to the extreme becomes impossible, because if it is not anchored to human beings with their biological bases perspective is lost and therefore mistakes of the past are presented as to think that raising a chimp as a child would make be a child, just by the power of learning. Mistakes like these show that the biological structure imposes limitations, so wisely in "The Little Prince" Saint Exupery, a wise man told that if a ruler he ordered a general to fly, and the general could not fly, the fault was not of the general who was unable to fulfill the order, but of the ruler who gave an absurd order, and added, limited by their biology, however, the general can fly, but not for himself, as requested by the foolish ruler of history, but you can do it through technology. All these are aspects that are derived from human culture developed beyond the limits of biology external to the individual way.

This way you can understand the process of human development, which has been established in every cultural situation indicate that changes in the people are occurred, changes that are determined on an interplay variable among the biological characteristics of human beings and the scope and developments of their own culture in which the particular individual is raised. Man has learned to observe the key moments of changes in development as well as the influences that weaken or nullify these changes structured in an informal way an evaluation system based development milestones are met and tasks or sets activities to be developed to complete or achieve. Structuring conceptually this evaluation system is what is presented as model tasks emphasizing the aspect of emotional development of the individual.

2. Object of study

In this paper the importance of a task model for development evaluation is assessed. It is stated that a Task Model is an organized structure that includes tasks as indicators of change and achievement, in particular dimension of development, and that these tasks are processes that handles the individual to fulfill this achievement that involves effort and intervention the resources you have at that time, and the domain is validated with a number of skills and abilities that show that the process has been completed and the task or job is done and becomes part of the new repertoire of the subject.

In the field of emotional development, the concept of "task" or "psychic work" is defined as "the effort for the organization, differentiation, complexity and expansion of the psychic apparatus, while a change occurs in the processing of impulse in a new psychodynamic system and instinctual " (Rojas Otálora, 2012; p. 4)

3. Sources of Evidence

From the general theory of developmental psychology, the concept of tasks is proposed as a basic tool to adequately assess development:

"Although there are individual differences in how children deal with the events and issues characteristic of each period, developmental scientists suggest that certain basic needs must be met and mastered certain tasks to occur normal development." (Papalia, Wendkos, & Duskin, 2009; p. 11)
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