



## Global Approach Regarding Development Process Of Small Child

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### Abstract

The main goal of this paper is to point out how, at the age of small children, perception respectively object evaluation is influenced by some psychosocial factors such as social status and socio-emotional status of objects owners. It has been started from the following hypothesis: regardless of the real object dimension children will overestimate the object which belongs to persons with social and socio-emotional status considered to be superior. We have used 5 special tasks such as: 1. „colored pencils”; 2. „plasticine batons”; 3. „rows of pieces”; 4. „colored cubes”; 5. „wood pieces”. Although it was some differences among tasks for each of them were three alternatives: a) equal or unequal objects regarding one dimension, children having recommendation to appreciate which one is bigger; b) equal or unequal objects belonging to a preferate and to an unpreferate teacher; c) equal or unequal objects belonging to a preferate teacher and to a kindergarden principal. Children had the same task: to say which object is bigger. Research has been done on a group of 72 children having age between 3 years and half and six years. Finally our hypothesis has been confirmed by the results of research which have direct implications on how to organize the program of educational activities with small children. Our research has demonstrated that in the activity of small children, such as cognitive one, intervene many factors like psycho-social factors which influence in a big extent results of cognitive activity. So the conclusion is the necessity to approach globally the process of child development.