

Buddhism and Child Psychology Development

Wasana Kaewla, Ph.D., Assoc. Prof.*

Phrakhu Pariyatwisuttikhun, Ph.D., Asst. Prof.

Thanarat Sa-ard-iam, Ph.D

Science and Technology Faculty, Surindra Rajabhat University &
Mahachulalongkornrajavidyalaya University, Surin Campus, Thailand.

Abstract

From the analysis study on “Buddhism and Child Development”, the writer has raised the question in the introduction section about child Psychology Development whether in a Buddhist and Western context there is conformity or difference in some dimension or not. This includes the meaning of life Development Task involve child growth care givers and management methods for child health caring. According to the analysis in all dimensions, the writer has found many interesting issues which are summarized here as the three core issues, considered as the heart of this study, as follow.

1. The aim of developing base on as a Dhamma principle to context needs or Survival of Life. This emphasizes needed on newborn – 1 year a half. More importantly, it gives might to caring the body with milk sucking/breast feeding, sleeping, excreting, breathing; Instead, holistic caring encourages human being to realize a Basic Needs Principles meaning both physical and mental coherent cares. In Buddhism, we have been taught to recognize that, In Buddhism, this circuit is called the circus of human life or round of existences. Who was born to death then it was Born, Adult, Aging then Dead. It was physically in the body when the element a part of body is born, it is painful and death has never ended.

2. Western Theory focus on the happiness responded, the significant other to be loved one, a society that promotes development by age, is an external stimulus. But Buddhism steps forward to the child development of other-worldly happiness (a supra mundane state of mind) As, the ultimate goal of child Development is person can discover a deep inner self of this individual as follow; lovely, greedy, angrily, passionate. The four interesting principles found in Buddhism is 4 aspect of nature law. However, the notice about this emphasis regarded by the Buddhism is that all. Although the psychological meanings, that is a broad word. The behavior of adaptation in which people interact with the environment. But Buddhism has focused on psychology. Its content and moral values are important. Buddhist Social Psychology, It is a role in social behavior and social reaction.

3 . Western personality theory focused on personality development on stability to prevent life without neurosis and psychosis disorder. But in the Buddhist with the knowledge way, such thoughts and practices as Sri Ruen Kaewkangwan (2007) suggested that the practice of mindfulness and concentration is practiced in

daily life. This is the goal of Buddhist psychology. It is a direct mental training that emphasizes on studying, analyzing, and analyzing mental training.

Keywords: Buddhism, Child Development

Introduction

Understanding the child's personality development. Apart from that, parents Family and individual members of the family, Social situation Physical environment Economic and social conditions. It must be considered. Because of the development of children can develop in each age, the nature of children in different environments interact with people in society. Because children are both actionable and responsive, they are a pattern of development that is possible in a multidimensional, but necessary, manner. There are three types of interaction: interpersonal interactions. The interaction of children and the environment changes radically. The interaction that occurs with the child must occur within the child, that is, adaptation in every dimension. Be it physical, mental, emotional, social, intellectual and moral development.

Development of Child's Personality

Development of child's personality in the body. Havighurst's Theory of Development Task The development task or development of Professor Robert Hughes (Robert havighurst 1953-1972) gave The meaning of this word is that every human being must follow the age of "development work", meaning that every work must be done in each age of life. Achievement of the development of each age. It is very important because it is the next step in learning the next step. (<http://edunewbox.blogspot.com/p/blog-page.html> Search June 29, 2018) In the development of the theory of development, Higginshas considers that human development does not depend on the physiological or biological factors. But Society and Culture has related individual psychological factors influence the development of the individual.

Developmental Character

Development work depends on the aspirations and needs of the society. All societies or cultures have certain norms. All members are expected to follow these criteria. These norms are in terms of some necessary skills. Learning these skills leads to happiness and failure leading to suffering. Some people like it. Regardless of where a person is in any part of the world, the need for human biology is similar. As an example, Learn the child to crawl and walk. Some developmental tasks differ in different societies.

For example, work has been practiced in some cultures during adolescence. Is there a difference in age development? It may depend on the person and the society in which he lives (U. Uhlendorff. (2004)).

The major variables in the development of routine work in each age range are three.

1. Physical maturity
2. The social and individual aspirations of the individual.
3. Values, motives, personal aspirations, and individual aspirations.

3.1 Natural Readiness Approach

This group is of the opinion that Personality readiness, it is a natural occurrence when it comes to age or when it is appropriate to do something, so the group is not supposed to be "accelerated". Because the acceleration will not bring any benefits. Conversely, it may be a result of discouragement and boredom.

3.2 Guided Experience Approach

This group has the opposite view of the first group, namely that readiness can be accelerated. By stimulating the introduction of experiential experiences, it is possible to direct Especially during childhood. This is a critical period of learning and adaptation.

4. The environment is what surrounds the person, both living and non-living. Environment also includes systems and structures. Human development, such as family systems, social systems, cultural systems, etc. Human development is divided into four major areas.

1. Physical Development It is a division of human development into daily steps.

2. Piaget's Cognitive Development

3. mental development It is divided into.

3.1 Psychological Development - Gender (Psychosexual Development of Freud (Freud)

3.2. Psychosocial Development (Psychosocial Development of Erikson.

4. Moral Development of Kohlberg

The development of the age according to the concept of Hovighurst divides human development into various ages.

1. Early Childhood - Early Childhood (Newborn - 6 Years) At this age, there are important jobs.

- Physical education such as lifting head, crawling, balancing, walking
- Learning to eating and eat ordinary diet
- Learning to tone of the neck muscle by the teeth. Speaking.
- Learning to control the excretion. Waste disposal of the body
- Start a simple idea. About the Social Truth
- Learn sexual difference and sexual humility
- Conceptualization and language learning to describe social reality

- Prepare yourself physically
- Start distinguishing between the wrong thing - being right and start developing ethics

2. Middle childhood (6-18 years) At this age, there are important tasks.

- Develop physical skills
- Learn to play the role of your own gender
- Developed in adaptation to peers
- Development of moral values in order to be ready to live happily in society

3. Teenagers (12-18 years). Important development of this age person.

Early adolescence

- Learn the necessary physical skills. Learn to get along with old classmates

- Development of thinking and problem-solving skills. Develop basic skills in reading, writing and calculating.

- Build good relationships with friends, Same sex and heterosexual and Learn the appropriate social roles of men or women

- Try to adapt to both physical and emotional changes
- Create a positive self-image as a growing organism, Develop the concepts necessary for everyday life

- Develop moral awareness and values. Achieving personal independence

- Development of attitudes toward social groups and institutions

Development of Late Adolescence

- Achieve new and more mature relationships with older classmates of both sexes.

- Achieve the social role of men or women.

- Accept the body and use the body effectively.

- Achieve emotional independence of parents and other adults.

- Preparing for marriage and family Preparing for an economic career

- There is a set of values and ethics to guide the development.

- Desire and attain social responsibility.

In this age, children will enjoy learning by using role-plays, stirring, alternating play, storytelling, or role play. Sometimes the story may not be the same. To stay away from parents, families will be more. Make children have the opportunity to learn skills in human relations. This period will be the period of elementary school students to elementary school. Children will recognize their role and feel good about themselves. Confidence is the promotion of self-esteem, especially the Red Cross Youth Scout activities. To develop a personality to progress and succeed. However, adults or parents are also supervised and assisted when the child is in trouble. Allowing a child to self-help increases the child's sense of self-efficacy and success,

creates a positive image for himself or herself, and prepares for a second sexual development or early adolescent development. Further, the second stage of sexual development is due to the physical effects of testosterone and female hormones. This is the secretion of the Gonad gland, and the pituitary gland, which regulates the growth of the body in both girls and boys, advances the development of adolescence. In the care of parents and guardians. This is an external stimulus that is a precursor to sexual growth, whether it is the social world, social online. Scientific and technological advances in food and medicine, as well as beauty supplies. Will have to invoke curiosity and interest in this period. It is therefore important to pay attention and to be the victim of advertising, believe the market, the market, the products, supplements and medicines. The use of birth control pills and sexual abuse It is very important to children this age. Development of emotional personality of children. Development of emotional skills in childhood. It will affect their mental health and well-being today and in the future.

Importance of Emotional Development

Emotional skills are the ability to recognize, express, understand, and manipulate a variety of senses. Children who can understand and manage their feelings of calm and enjoyment tend to develop self-confidence and confidence. Adults can help children deal with intense emotions. Helps children manage their emotions by creating and maintaining a sense of calm, calm and optimism in their children. Children need repeated experiences to meet the needs of adults who respond and take care. Adult needs to help when feeling fear. They also need adult support to control and deal with their intense feelings. Gradually learn to manage emotions for themselves from their experiences with adults who respond to warmth.

The Emotional Response of Children

Adults can help children understand and manage their emotions by responding to their child's feelings appropriately.

Emotional reflection is, when an adult realizes the emotions that a child may experience and reflects back on the child using words to name emotions, sounds, and body language. This can provide a good emotional learning. Emotional reflections may be used. To deal with the ups and downs. Everyone has moments and feelings, especially during good childhood. And emotional stress on children. Helping children manage their lives and feeling bad and building coping skills, mental health support, flexibility, and lifelong learning.

Adults want to help children create flexibility so they can enjoy good times and cope with stress and frustration. There are resources to help adults support children. "Feels good, protects mental health and welfare" Children emulate emotions expressed by those around them, especially parents and caregivers. Adults can continue to support good feelings by enhancing their children's good experiences and

allowing them to adjust their thoughts and feelings that are not as helpful as they are. "The ability to recognize, express and manage emotions in themselves, and other benefits that benefit children's mental health and well-being."

Learning to Control Feelings and Behaviors

Learning to control feelings and behaviors. Most children respond or respond to situations in the way we expect to them. But sometimes the children may feel discouraged or unresponsive. Children's feelings are often intense. Can feel the excitement, fear or happiness. Assistance from adults Children develop the ability to adapt or control their behavior or emotional reactions to suit specific events. This is why learning how to remember and manage emotions is a very important part of social and emotional development.

Find Balance and Self-control

Self-control skills are linked to the ability of children to manage tasks well during childhood. These skills also increase the independence of children as well. Children learn to control their thoughts, feelings, behaviors and emotions by watching and responding to self-control of adults.

"Self-control skills are gradually evolving. It is therefore important for adults to hold expectations that are appropriate for their age and ability. "

Self-control of feelings in "real life" situations can be the most challenging part of developing emotions. Children need to be consistent, care for, and support adults who are hard at work. As children continue to develop their own self-control skills, they may experience difficulties. Families and educators can support children to balance their emotions. Help resources to help face the reality of managing emotions every time they feel emotional and emotional. How are you feeling How can it help? For families and early childhood educators and caregivers.

As, the ultimate goal of child Development is person can discover a deep inner self of this individual as follow; lovely, greedy, angrily, passionate. The four interesting principles found in Buddhism is 4 aspect of nature law. However, the notice about this emphasis regarded by the Buddhism is that all. Although the psychological meanings, that is a broad word. The behavior of adaptation in which people interact with the environment. But Buddhism has focused on psychology. Its content and moral values are important. Buddhist Social Psychology, It is a role in social behavior and social reaction.

Western personality theory focused on personality development on stability to prevent life without neurosis and psychosis disorder. But in the Buddhist with the knowledge way, such thoughts and practices as Sri Ruen Kaewkangwan (2007) suggested that the practice of mindfulness and concentration is practiced in daily life. This is the goal of Buddhist psychology. It is a direct mental training that emphasizes on studying, analyzing, and analyzing mental training.

Conclusion

In this article, Teaching of Buddhism, according to the mental and environmental conditions of the phenomenon of raising children growth. From self-perpetuating practices, it will create a clear understanding. The process of mental activity and the factors that are mental latent can control suffering and create new causes. To get eliminate the latent that causes it had gone away, relieve suffering at each age of the child, raising children to achieve the fullness of life. So, distress or oppression is caused by demands such as food and physical needs. That is a Cetasika - Dukka, (Pali: cetasika; Sanskrit: caitasika) means the Dhamma doctrine is composed of the mind, the mind which presented symptoms of the mind or mental expressions. Psychological needs as the struggling mind is filled with hard-to-protect, hard-to-do people. The wise man can make the mind as straight as the arrow-bending. That is why the mental development of the child. The cause of physical suffering is the oppressive so those who can manage the mind as well as they can adjust and manage the body. So, the psychology of Buddhism is important for mental control.

References

- Bee, H. L. (1992). *The developing child*. London: HarperCollins.
- Erikson, E. H. (1963). *Childhood and society*. Rev Ed. New York: Norton.
- Erikson, E. H., Paul, I. H., Heider, F., & Gardner, R. W. (1959). *Psychological issues* (Vol. 1). International Universities Press.
- Engler, B.(2006). *Personality theories*.(7th ed.)New Jersey: Houghton Mifflin, Co.
- Freud, S. (1923). *The ego and the id*. SE, 19: 1-66.
- Gross, R. D., & Humphreys, P. (1992). *Psychology: The science of mind and behavior*. London: Hodder & Stoughton.
- Jacobson, N.P.(1970). *Buddhism: The religion of analysis*. Illinois: Southern Illinois University Press.
- Lawrence Kohlberg. (1981). *The Philosophy of Moral Development Moral Stages and the Idea of Justice*. Harper & Row.
- McAdams, D. P. (2001). The psychology of life stories. *Review of General Psychology*, 5(2), 100.
- McCrae, R. R., & Costa Jr, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*. 52(5): 509.
- Reangchai Meanchana. (2017). Systems and theories of enlightenment psychology. *Maha Chulalongkorn Academic Journal*. Vol. 2 No. 1.
- SriRuen Kaewkangwan.(2007). Development of Buddhist Personality: Four Mindfulness and Concentration. digital library. tu.ac.th.pdf. *Arts Journal*, Vol. 7 No. 2 : 54-77.

Search Engine

Havighurst's Theory of Development task, <http://edunewbox.blogspot.com/p/blog-page.html> online available 29 June 2018

Psychosexual developmental stage https://www.baanjommyut.com/library_2/extension-/concepts_of_developmental_psychology/01_3.html online available 1 July 2018

Havighurst's development theory online Available 29 June 2018, <https://www.slideshare.net/ArshiyaJabeen2/havighursts-development-theory>

U. Uhlendorff. (2004). The Concept of Developmental - Tasks. Social Work and Society, Volume 2, Issue 1, Access 29 June 2018 online Available <http://www.socwork.de/Uhlendorff2004.pdf>.

McLeod,S.A.(2013).Erik Erikson. Retrieved from www.simplypsychology.org/Erik-Erikson.html

Psychoanalysis Theory Access 1 July 2018 online Available <https://www.simplypsychology.org/psychoanalysis.html>

The journey of life invites you to think of Piyasophon. Access 1 July 2018 online Available <http://goodlifeupdate.com/healthy-mind/dhamma/3182.html> (Transmigration) <https://th.wikipedia.org/wiki/>

Curriculum Vitae (Presenter)

Wasana Kaewla, Registered Nursing, Ph.D., Assoc. Prof. She is a Lecturer on Public Health Program, Science and Technology faculty, Surindra Rajabhat University which located in Northeastern part of, Thailand. She graduated B.Sc. (Nursing and Midwife, Master of Science (Mental Health and Psychiatry Nursing). Not only she finished Ph.D., from Strategies Rajabhat Regional Program, Surindra Rajabhat University Development (Community Public Health), but also, she is Ph.D. Candidate of the faculty of Social Sciences, MCU., Phra Nakhon Si Ayutthaya, Thailand. She is interested in conducting research and writing academic papers that related to Social Science and Socially Engaged Buddhism. Also interested in publish academic paper on how to apply Buddhist principles in society.

Contact: E-mail:wasana.k3@hotmail.com; wasana.wasanak3@gmail.com

Mobile phone:(+66) 817603441

Curriculum Vitae

Phrakhrupariyatwisutthikhun, Assistant Professor from Department of Buddhist Studies, Mahachulalongkornrajavidyalaya University, Surin Campus, Thailand. He graduated Doctor of Philosophy in Pali and Buddhism from Marathwada University, India. He is interested in conducting research and writing academic papers that related to Buddhism, Philosophy, and local wisdom. He also interested in publishing scholarly works on religion and philosophy, including Buddhism, application to the problems facing society today.

Contact: E-mail: epgsurin2557@gmail.com, Tel.0066-81-876-8325

Curriculum Vitae

Mr.Thanarat Sa-ard-iam, Ph.D., a lecture from Department of Buddhist Studies, Mahachulalongkornrajavidyalaya University, Surin Campus, Thailand. He graduated Doctor of Philosophy in Buddhist Studies from University of Jammu, India. He is interested in conducting research and writing academic papers that related to Buddhism, Religion, and local wisdom. He also interested in publishing scholarly works on Buddhism, Religion, and local wisdom, by applying Buddhist principles to solve problems in society in many dimensions.