

AS QUESTÕES DE 31 A 40 REFEREM-SE A LÍNGUA ESTRANGEIRA

VOCÊ DEVERÁ OPTAR POR UM DOS IDIOMAS
(INGLÊS – PÁG. 10 OU FRANCÊS – PÁG. 13)

LÍNGUA INGLESA – QUESTÕES DE 31 A 40

Cognitive Development

1 *The great Swiss psychologist Jean Piaget affirmed that children are not born with cognitive structure. He*
2 *argued that children's cognitive understanding of the world emerges with experience; in other words, it*
3 *develops. Knowledge, then, is a process rather than a "a state". A child knows or understands an object by*
4 *interacting with it, and from this interaction she expands her ability to comprehend. According to Piaget, just*
5 *as well as children grow and mature physically in the same basic sequence, they also develop cognitively in*
6 *a process that is the same for all children, regardless of cultural upbringing.*

7 *Piaget called the first stage that children go through the sensorimotor period, which extends from birth to*
8 *around age two. The child develops a "sense" of the objects around her by her "motor", or physical action on*
9 *the objects. Her understanding of the world is limited to her physical actions on the objects in the world. An*
10 *important developmental milestone during this stage is what Piaget terms object permanence. By the end of*
11 *this stage, the infant recognizes that an object continues to exist even when she cannot see it or touch it.*
12 *Object permanence is the beginning of the child's awareness that people and objects exist independent from*
13 *her, but this is only the beginning.*

14 *The achievements of the sensorimotor stage just prepare her for the next stage, called the preoperational*
15 *period, lasting from about age two to seven. During this stage, a child perceives and interprets the world in*
16 *terms of self. She cannot comprehend that another person sees objects differently. She thinks other people*
17 *see and hear what she does. Piaget describes children as being rigid in thought. They base their*
18 *conclusions on one obvious factor or feature of an object. For instance, if a bowl of water is poured into a tall*
19 *jar, the child will conclude that the tall jar has more water because its level is higher. But toward the end of*
20 *this period, the child is beginning to learn about objects in a new way. For instance, she begins to*
21 *understand that water poured from the bowl into the tall jar is still the same water; that is, an object can*
22 *change its shape but still be the same basic object. The child is developing representational thought.*

23 *This increasing flexibility prepares the child for what Piaget called the concrete operational period. From*
24 *about seven to 11 years old, a child makes great strides in her cognitive development. She develops the*
25 *ability to make mental transformations with regard to concrete objects. A child begins to comprehend the*
26 *concepts of reversibility, compensation, addition and subtraction. Piaget uses the concept of conservation to*
27 *illustrate this development. If you pour the water back from the tall jar to the bowl, during this stage the child*
28 *can understand that the amount of water that was in the jar is the same as what's in the bowl, even though*
29 *the water levels are different. She can understand that the width of the bowl makes up – or compensates for*
30 *– its lack of height. The child also understands that no water has been removed or added.*

31 *In the next stage, called the formal operational period, from about 11-15 years old, the child develops*
32 *more sophisticated reasoning abilities. She can reason now; she can see more logical relationships between*
33 *objects and can think more systematically before acting. In other words, she can think in more abstract*
34 *terms; she can use information from the past to predict consequences.*

35 *Refinement of cognitive skills continues on into adulthood, but Piaget felt that the development of*
36 *structure of thought is achieved by about age 15. After that, the content and quality of thought may develop.*
37 *Although not all researchers in cognitive development agree with Piaget's scheme and all of his conclusions,*
38 *he can be credited for having a tremendous impact on our understanding of how children develop their*
39 *understanding of the world around them. Children are not miniature adults who reason as adults do; they*
40 *understand and interpret their environment in terms of their cognitive development. This is important to*
41 *realize if we want to understand our children and ourselves better.*

(Adapted from: MILLER, P. H. Theories of Developmental Psychology. In: SMALLEY, R. L.; RUETTEN, M. K.; KOZYREV, J. R. **Refining composition skills**: rhetoric and grammar. Boston: Thomson/Heinle & Heinle, 2001, p. 230-233.)

31. According to Piaget, children's cognitive structure is:

- a) a product given to the child from birth.
- b) a product that is stable and fixed.
- c) a process that emerges with experience.
- d) a process that depends on cultural upbringing.
- e) a product that is understood by the child.

32. According to the text, object permanence is:

- a) the child's understanding that objects are part of her.
- b) the child's understanding that objects exist independent from her.
- c) the permanent existence of objects in the world.
- d) the period in which the child and the objects move together.
- e) the period in which the child touches the objects.

33. According to the text, it is INCORRECT to say that, in the sensorimotor period, the child:

- a) can physically touch objects around her.
- b) understands the world through her physical actions on the objects.
- c) can understand that although she can't see or touch the objects, they still exist.
- d) recognizes objects through her senses.
- e) is able to understand the world through mental transformations.

34. The stage in which the child's perception and interpretation of the world revolves around the self is:

- a) formal operational.
- b) object permanence.
- c) sensorimotor.
- d) preoperational.
- e) concrete operational.

35. In the concrete operational period, a child understands the following concepts, EXCEPT:

- a) conservation.
- b) reversibility.
- c) compensation.
- d) addition.
- e) subtraction.

36. The word "*strides*" (line 24) is closest in meaning to:

- a) damages.
- b) advances.
- c) regressions.
- d) mistakes.
- e) procrastinations.

37. The expression "*regardless of*" (line 6) is closest in meaning to:

- a) because of.
- b) due to.
- c) according to.
- d) in spite of.
- e) in addition to.

38. The word that functions as adjective in the text is:

- a) "*beginning*" (line 12).
- b) "*acting*" (line 33).
- c) "*increasing*" (line 23).
- d) "*understanding*" (line 2).
- e) "*interacting*" (line 4).

39. The word "*reason*" (line 32) functions in the text as:

- a) a noun.
- b) an adjective.
- c) an object.
- d) an adverb.
- e) a verb.

40. The corresponding adjectives of the nouns "*width*" (line 29) and "*height*" (line 30) are, respectively:

- a) wide and high.
- b) wild and higher.
- c) wider and high.
- d) wide and higher.
- e) wild and high.

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