ORAL STAGE

• Oral cavity – site for identifying needs.
• Mouth – Erogenous Zone
• Gratifying activities – nursing, eating, sucking, biting, swallowing
• Dependent stage – Infant depends on adults for getting his oral needs met.
• Satisfaction of oral needs eg: suckling of milk by mother helps in development of trust.
• If needs are not met, leads to excessive optimism, narcissism, pessimism, demandingness, envy, jealousy.
• Oral fixation – smoking, nail biting, drinking, sarcasm
Oedipus Complex

- Oedipus, he King of Thebe, unknowingly killed his father and married his mother.
- King Laius taught chariot racing...King Pelops son...Jocasta, wife of King Laius...doomed to perish by his son's (Oedipus) hands...given to servants...left to die on mountain...shepherds rescue...raised as son of Polybus...wants to find out the truth...part of truth...runs away...fights with King Laius on the way and kills him...solves the riddle of the Sphinx, which has baffled many a diviner: "What is the creature that walks on four legs in the morning, two legs at noon, and three in the evening?" becomes King of Thebe and marries Jocasta.
• Pathology – individual lacks sexual identity.
• Phallic fixation – men- anxiety and guilty feelings about sex, narcissism. Women – never progress from this stage – always sense of envy and inferiority.
Genital stage

- Puberty onwards
- Erogenous zone – genitals
- Gratifying activity – heterosexual relationships
- Sense of identity develops.
- Matured personality. Can satisfy genital potency and realizes his goals for reproduction and survival.
- Separates from dependence on parents.
Basic trust Vs Mistrust

- Infancy - 0 to 1 year
- Forms Hope
- Infant forms first trusting relationship with the caregiver. Child blindly trusts the parents to meet his/ her needs.
- Child, if well handled nurtured and loved, develops trust and security and optimism.
- Badly handled → insecure and mistrustful.
Autonomy Vs Shame and doubt

• Toddler - 1 to 2 years
• Creates Will.
• Toddler begins to walk, talk, use toilets and do things. Their self control and self confidence begins to develop at this stage. Early part of this crisis, child shows stormy self will, tantrums, stubborness and negativism.
• Well parented child emerges sure of himself and proud rather than ashamed. If parents reassure the child if he makes mistakes, the child will develop confidence.

• If parents are over-protective or disapproving of the child’s acts of independence he may begin to feel ashamed of his behavior and doubt his abilities.
Industry Vs Inferiority

• Creates competence.
• 6 to 12 years.
• Child learns basic cultural skills such as school skills. Learn to make things, use tools, acquire the skills to be a worker and potential provider and they do all this while making the transition from the world of home into the world of peers.
• Because of successive and successful resolution of earlier psychological crisis, is trusting, autonomous, full of initiative will learn easily to be industrious.
• If children discover pleasure in intellectual stimulation, being productive, seeking success they will develop a sense of competence.

• Mistrusting child will doubt the future. Shame and guilt filled child will experience defeat and inferiority.
Identity Vs Role confusion

• Creates fidelity.
• 12 to 18 years
• Adolescents who have successfully dealt with earlier conflicts are ready for identity crisis.
• Single most important conflict
• Child now learns how to answer satisfactorily and happily the question of “Who am i?” and what he shall become.
• Solving crisis → strong identity, ready to plan for future. If not → unable to make decisions, choices, sexual orientation and his role in life.
• Made up of three functional variants:
  - Assimilation – observing, recognizing, taking up an object and relating it with earlier experiences. New object or idea interpreted in terms of ideas or action the child has already acquired within his age-specific skills.
  - Accommodation – accounts for changing concepts and strategies as a result of new assimilated information. Individual’s tendency to modify action to fit into new situation. Piaget calls strategies and mental categories as “schemata”.
  - Equilibration – changing basic assumptions following adjustments in assimilated knowledge so that facts fit better.
Concrete operations

• Thinking process become more logical.
• Can focus attention on more than one attribute – classify objects in more than one way.
• He develops the ability to use complex mental operations such as additions and subtractions.
• Child is able to understand others point of view.
• Concrete operations develop based on the level of understanding achieved so far.
• Eg: can reason for water being poured to narrow tall glass that quantity of water is same.
Thus Pavlov showed how learned associations were formed by various events in an organism's environment. These learned associations form the basic building blocks of the entire learning process.

The bond between the tone and the salivation was established through conditioning i.e., the dog was conditioned to associate the tone with food and then respond to it by salivating.
• Tone – conditioned stimulus
• Psychic reflex ⟷ conditioned reflex
• Crucial element – relationship between conditioned stimulus and unconditioned stimulus.

• More frequent pairing of the conditioned and unconditioned stimulus, the stronger is the conditioning.
• Level 1: **Physiologic needs** – includes needs essential to survival. Eg: Food, water, sleep, shelter.

• Level 2: **Security** – includes the needs for shelter and employment.

• Level 3: **Social** - includes the needs to be loved and have a sense of belonging.

• Level 4: **Esteem** – includes personal needs to acquire personal worth, competency and skills.

• Level 5: **Self actualization** – attainment of self realization.