

EDUCATIONAL PSYCHOLOGY AND TEACHER



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JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

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PREFACE

Indeed it gives us great honor to put forth this book for teacher education for learning psychology and implementation of the knowledge in teaching learning process. The content of the book are very precise, will be helpful for student's teacher to understand the psychology of child.

Dr. Y. Chandrakala

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Dr. Y. Chandrakala

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CHAPTER 1

PSYCHOLOGY

Psychology is the systematic study of mind and behavior. The term "psychology" derives from the description of the Greek words "psyche" meaning life and "logos" meaning. . Psychology is a popular subject for students, a sizzling topic in the public media and a part of our daily lives. Since we are often exposed to the work of psychologists in our daily lives, we all have an idea of what psychology is and what psychologists do. In many ways I am sure that your opinion is correct. Psychologists work in the forensics field and provide advice and therapy to those in need. But there are hundreds of thousands of psychologists in the world, and most of them work elsewhere and do jobs you probably don't know about.

Psychologists look at subjects such as addiction to alcohol and narcotics, recollection, thoughts, hypnosis, affection, what makes us violent or supportive, and political science, bias, society and faith. Psychologists also work in schools and companies using a variety of methods, including observation, questionnaires, interviews, and laboratory studies, to help them understand behavior.

Despite their different interests, disciplines and approaches, all psychologists have one thing in common: they are based on scientific methods. The science of psychology is important to researchers and practitioners alike. To develop new insights about the causes of behaviour, academic psychologists use scientific approaches, while working psychologists such as psychiatric, counseling, industrial-organizational, and school psychologists use current research to better life.

- Psychology is the systematic study of mind and behavior. There are reasonable answers in everyday situations, scientific studies.
- Observational bias leads us to believe that we could have predicted events that we could not have actually predicted.

The reasons of their own actions are frequently overlooked by people.

- The use of the scientific method enables the scientist to objectively collect empirical data, thereby increasing the accumulation of scientific knowledge.
- Psychological phenomena are complex and difficult to predict because of individual differences and they are diverse and determined at different levels of explanation.

Educational Psychology

Introduction

Educational psychology is a combination of two words: psychology and education. Educational psychology is used in education to socialize people and change their behavior. According to Crow and Crow educational psychology as the learning experiences of an individual from birth to old age. Skinner described educational psychology as "the branch of psychology concerned with teaching and learning." Stephen described it as a systematic study of a child's learning, growth and development."

Educational psychology is the application of the principles, techniques, and other resources of psychology to find a solution. Furthermore, in particular we can say that educational psychology consists of understanding. The child's development, its needs and possibilities.

LEARNING FROM PSYCHOLOGY

Learning psychology deals with things like:

1. How do children learn skills?
2. When is learning most effective?
3. Which factors support the learning process?
4. How can we measure the scope of learning?
5. Are there cheap memory methods?

6. Why do we forget? Can memory be improved?

7. Does learning Sanskrit help you learn Hindi?

Education And Psychology

Education is a process that enables individuals to distinguish between good and bad. Psychology aims to understand and gain knowledge about human experiences and actions. The systematic study of the growth and development of a child's education is called educational psychology .

Correlation between education and psychology:

Education and psychology are interdependent. Psychology is the study of human behavior while education is the process of changing human behavior. Both relate to human behavior, but in different ways. Educational psychology is concerned with educational problems.

Psychology has changed the spirit of education and redefined learning in the classroom. Psychology changed the old concept of education system, in which only the upper class had the ability and the right to learn.

Psychology give education the theory of individual differences, according to which each child has different mental ability and learns at different speeds ie slow , average and advance learner. Educational psychology is now seen as the foundation of education.

Role of psychology in education in the following ways:

- 1 Psychology emphasizes motivation and preparation in the classroom.
- 2 Different methods to teaching the learning process to achieve better results.
- 3 Psychology has introduced new theories of learning in education.
- 4 Psychology emphasizes an activity-based learning process.
- 5 Psychology encourages the use of audiovisual aids in teaching the learning process.

CHAPTER 2

PSYCHOLOGY AND TEACHER

- Psychology reinforces the teacher's vision to understand the mental state of his students.
- Psychology helps the teacher to evaluate his student and to measure his performance.
- With the help of psychology, the teacher understands the weaknesses of his students and finds solutions to problems.
- Psychology changes the teacher's attitude towards his students.
- Psychology introduces a new mental test that the teacher uses to assess students.
- Psychology produces new learning theories for better education.
- With the help of psychology, the teacher learns to change the behavior of the students.
- Psychology teaches the teacher why a child behaves differently from others in a certain situation.
- Psychology teaches the teacher what to do to convert negative behavior into positive behavior.

A qualified teacher could understand and solve the problem. a teacher would have a hard time understanding child psychology and the problems, possibilities and why the child is not learning. And design curriculum which stimulates the constructive potential of the pupil and which is adapted to his mental level.

Psychology helps build the program in the following ways:

- 1 Prepare the program for the needs of students and society.
- 2 Prepare a program based on an “easy to difficult” approach.
- 3 Psychology emphasizes individual differences. Hence, the program should be flexible for all students in the class. Educational psychology and assessment

- 4 Educational psychology introduced different types of tests and exams, and derived scientific measures of intelligence, personality, etc. These tests reveal weaknesses in the skills of the students.

Psychology has introduced new methods of assessment in education, such as:

- a. Assessment of the child's IQ level through intelligence test.
- b. Assess the factors that lead to slow learning in the classroom.
- c. Personality test.
- d. Attitude and interest test.
- e. The Stanford-Binet Intelligence Test Scale.

If the teacher teaches his students according to the interest and spiritual development of the students, they will enjoy it and learn with ease. The teacher must teach according to his mental level. Audiovisual aids in educational processes are also the result of educational psychology. Many students struggle with education, society, and their own emotions. Psychology provides advice in such circumstances.

Psychology insists that every school should have a counselor:

- Assess the problematic child and correct his problem
- Prepare reports on the mental state of these students
- Help the teacher understand his behavior

Educational psychology and different stages of growth:

Depending on the growth, personality and mental capacity of an individual can be divided into different stages such as infancy, childhood, adulthood, etc. During these stages, spiritual maturity takes place at different levels.

Psychologists believe that learning becomes easy when the educational process is calibrated against these different levels. Different teaching methods are used at different stages. This is not possible without good psychological knowledge.

Educational psychology and personality development

The purpose of education is to strengthen a person's personality. The study of personality stimuli and responses, personality defects and their causes, as well as personality reforms

is not possible without good psychological knowledge. Educational psychology has discovered factors influencing social adjustment and recognized principles that help people adjust to society. Learning is the basic theme of educational psychology. From the importance of learning to the laws of learning, various topics have been highlighted by psychology. This helped to make the educational process easy, interesting and fun.

Educational psychology has shed light on the factors that influence student mental health. If these principles are not regulated, students cannot adapt to society. Intellectual disability is caused by a poor environment, poor diet, and emotional and social needs. Creating hygienic psychological states is just the job of a psychologist.

Students with different skills face many educational, emotional and social challenges. Psychology helps them deal with their problems and become useful members of society. Psychologists believe that a school should have a comfortable and supportive environment to help students develop a balanced personality. The social environment at school can be an effective tool for students to develop a range of qualities, such as confidence, leadership, cooperation and healthy competition, decision-making and problem-solving, and citizenship.

Education and psychology are therefore closely linked. The contribution of psychology can be inferred from the development of educational psychology as a subject widely studied by educators and teacher trainers.

Psychology helps the teacher find solutions to many questions. Learning becomes more effective when each teacher takes factors such as motivation and interest into account. Understanding psychology allowed the teacher to change her outcome in the learning process.

Learning Educational Psychology has changed the focus and that's why we have a child-centered education. Psychological principles are used to design the program for different phases. It tries to offer in the curriculum subjects and activities that meet the needs of the students, their developmental characteristics, their learning styles and also the needs of society. Teaching is an educational learning process, rather than just giving direction, to create a new dimension of creative and effective teaching.

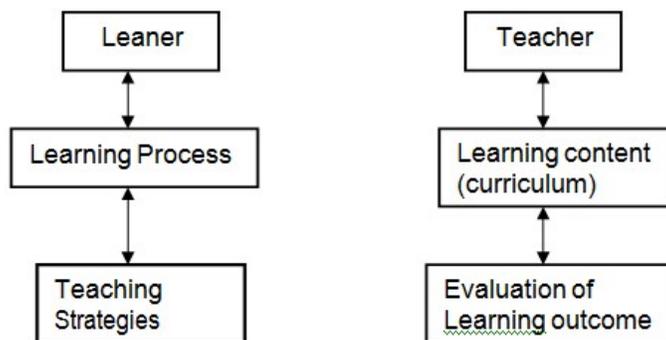
Nature Of Educational Psychology

Educational Psychology is an applied branch of basic psychology that combines two fields ie Education and Psychology. It is the scientific study of human behavior in educational settings. Mainly concerned with those factors, principles and techniques related to various aspects of the growth and development of the child, whose learning can be more effective and efficient.

One of the most difficult problems facing educational psychology is the established principles and laws of learning. The role of educational psychology is not limited to educational situations but can be learnt in any situation the individual. Educational psychology includes each of these possible situations, not only children, but also young and old, who also learn well in certain situations. Educational Psychology is a science in its study methods. Educational psychology is not a pure science like math or physics because the mental process of the subject cannot be fully controlled in a laboratory.

Scope Of Educational Psychology

Because human activities are very diverse, educational psychology gets help from other subjects. Researchers in biology, physiology and sociology appear to be closely related to learning. Statistics also help formulate certain rules for education. The scope of educational psychology is wide. Educational psychology is deeply interested in determining the principles and social adaptation of the human being, the method of leadership, measurement, the psychological theory of teaching, intellectual capacities, individual differences, and solving educational problems.



The five main areas of educational psychology are:

1. The student
2. The learning process
3. The learning situation
4. The situation in the classroom
5. Assessment of learning performance
6. The teacher

Educational psychology helps the teacher to discover the skills and capacities of individual differences and their dimensions, the open, converted, conscious and unconscious behavior of the student, as well as the characteristics of their growth and development at every stage from childhood to age. adult.

Learning method

Once the student can figure out what learning experiences to provide, the problem arises of how to help the student to collect these learning experiences easily and with confidence. These are the principles and theories of learning; Remembering and forgetting, perceiving, constructing a concept, thinking, pondering, problem solving, training, transferring forms and resources for effective learning, etc.

Learning conditions

Environmental factors and learning conditions between student and teacher. Topics, education, techniques and climate tools and group dynamics that facilitate learning, assessment techniques and practices, guidance and counseling, etc

Educational situation

Teaching techniques help determine the learning situation that the teacher should provide the student based on their mental and physical age, prior knowledge and interest.

Describe the characteristics of the student, which didactic material is suitable for the subject in question.

Evaluation

The main goal of education is the general development of the student. It deals with the cognitive, affective and psychomotor aspects of the personality. Educational Psychology offers a variety of assessment tools and techniques, such as: B. Proficiency tests, oral and written tests. It does not stop at the measurement alone, after analysis of the test results, the causes of poor performance, delay in all aspects of development are corrected by inadequacy, counseling and guidance support the habits of learning, Exam techniques and learning styles are discussed and students are supported in overcoming difficulties.

Teacher role

1. Teachers refer to those who educate children of school age (approximately 4 to 18 years old). Teachers play many roles in the school environment.
2. Educational psychology emphasizes the need to know oneself so that a teacher can adequately play his role in the educational process. That they focus on the essential personality, interests, abilities, characteristics of effective teaching, etc.
3. The teacher help to student to deal with stress, conflict and fear by providing insight into your own personality.
4. The role of a teacher is to inspire, motivate, encourage and educate students. Students can be of any age and from any background.

CHAPTER 3

CHILD PSYCHOLOGY

Child psychology focuses on the mind and behavior of children from prenatal development through puberty. Child psychology is not only concerned with the physical growth of children, but also their mental, emotional and social development.

In the past, children were only considered smaller versions of adults. When Jean Piaget suggested that children actually think differently from adults, Albert Einstein claimed that the discovery was "so simple that only a genius could have thought."

nowadays, psychologists distinguish that child psychology is unique and complex, but they differ greatly in the unique perspective they take when approaching development. Experts also differ in their answers to some of the most important questions in child psychology, Whether early experiences are more important than later experiences, whether nature or kindness play a more important role in certain aspects of the child.

Child Development

Child psychology is the study of the conscious and unconscious development of the child. Child psychology is the area of research into the behavior, development and growth patterns of children and their problems during adolescence. There is a growing need for child psychologists because of nuclear families, the multitude of electronic devices and the high exposure to a variety of diseases in society at an early age. Child psychologists observe how a child interacts with their, family, peers, parents, themselves, and society to understand their mental development.

It started in 1840 when Charles Darwin began to record the growth and development of one of his own children and collected the data as if he had been studying an unknown species. A similar and more detailed study by the German psychophysicist William Preyer presented the methods for several others. In 1891, the American educational psychologist G. Stanley Hall founded the Educational Seminar, a journal on child psychology and pedagogy. At the beginning of the 20th century, the field of child

psychology was further defined by the development of intelligence tests and the establishment of counseling clinics for children.

Child psychology data comes from various sources. Observations by parents, teachers and other adults, as well as direct observation and questioning of a child (or children) by the psychologist provide a lot of material. In some cases, a one-way window or mirror is used to allow children to freely communicate with their environment or with others without knowing they are being watched. Personality tests, intelligence tests, and experimental methods have also been found to be helpful in understanding children's development.

Role of the child psychologist

- The role of child psychologist has recently gained importance due to awareness of children's mental health problems and their impact on future life.
- The child psychologist conducts scientific research into the development of a child.
- Collaborate with clients and try to diagnose and treat learning disabilities, developmental disabilities and socialization disorders by performing various psychological tests on affected children.
- Child psychologists assist parents, teachers or clients in dealing with behavioral problems by providing appropriate solutions.
- A child psychologist advises students and helps them choose the right course based on their abilities and skills through advice and information.
- They observe students and diagnose learning difficulties and propose appropriate measures to overcome them.
- Make assessments and help students overcome academic difficulties. Parents also receive appropriate guidance to help these students on how positive reinforcement and education can help students.

- The child psychologist also asks the students to inform them if they have family problems or other social problems, such as discrimination based on race or color. or peer pressure; or at school or child abuse.
- They help develop students' self-confidence and focus on their goals and improve their academic performance through positive reinforcement.

Scope of a Child Psychologist

The child psychologist conducts systematic research into the development of a child. The child psychologist tries to diagnose and treat learning disabilities, developmental disabilities and social disorders by performing various psychological tests on affected children.

School of Psychology: Behaviorism and Gestalt Theory

School psychology is an area in which the principles of child psychology, abnormal psychology, and social psychology, educational psychology, counseling psychology, industrial psychology and many others are applied. Psychologies developed from basic psychology are applied. As a teacher training student, you may be more interested in educational psychology and some other related areas such as social psychology, developmental psychology, and counseling psychology. It helps to understand the behavioral health and learning needs of children and adolescents in collaboration with educators and parents. School psychologists are trained in psychology, child and adolescent development, child and adolescent psychopathology, education, and family and parenting practices

Behaviorism is an approach to psychology and learning that focuses on observable and measurable behavior. The behavioral theory of animal and human learning focuses exclusively on objectively observable behaviors and reduces mental activities. The student's behavior is expected to adapt passively to his environment. Two of the most famous experiments on which the test of learning is based are Ivan Petrovich Pavlov's "dog saliva test" and B. F. Skinner's "Skinner Box" experiment with pigeons.

“Give me a dozen world-class, healthy, knowledgeable babies to raise, and I guarantee you I'll take them all at random and train them to be a specialist of my choice: doctor, lawyer, artist, top merchant and yes, even beggars and thieves, regardless of their talents, preferences, inclinations, abilities, professions and the race of their ancestors.” John Watson

Behaviorism stems from the belief that free will is an illusion. According to a pure behaviorist, people are completely shaped by their external environment. Change someone's environment and you will change their thoughts, feelings and behavior. Provide positive reinforcement when students engage in a desired behavior and they will quickly learn to do it themselves. Behaviorists have tried to explain learning without referring to mental processes. The emphasis was on observable behavior and the adaptation of an organism to the environment. Ivan Petrovich Pavlov's famous "Dog Salivation Experiment", in which he makes dogs drool with the sound of a bell, and later experiments by Burrhus Frederic Skinner (reference date; April 25, 1998) with pigeons in the sayings of the "Skinner Box" are well known. examples of behavioral learning experiences Despite these very "low" learning experiences that primarily focus on reflexes, behavioral theories.

The behavioral perspective

Focus on observable behavior: The behavioral perspective suggests that the key to understanding development is observable behavior and environmental stimuli. This perspective reflects the idea that care is more important to development than nature.

This perspective rejects the idea that humans universally go through a series of stages. Instead, people are influenced by the environmental stimuli to which they are exposed. The development model is seen as personal and reflects a certain set of stimuli from the environment. Some important points of view from this point of view are

Developmental changes are more quantitative than qualitative.

The behavior is the result of long-term exposure to certain environmental factors.

Advances in problem-solving skills as children grow are largely due to increased mental capacity and not changes in the way children perceive the problem.

Three main theories from a behavioral perspective are:

a) Classic packaging

b) Operational conditioning

c) Theory of cognitive social learning

a) **Classical Conditioning:** Classical conditioning is a form of associative learning and can be defined as a learning process in which a previously neutral stimulus is associated with another stimulus (which always generates a response) by repeatedly mating with that stimulus. . The systematic study of classical conditioning began in Russia with the work of Ivan P. Pavlov. Classical conditioning gets its name from the fact that it is a kind of learning situation that existed in Pavlov's classical experiments. This form of conditioning is also known as Pavlovian or response conditioning.

b) **Operant conditioning:** It is a form of learning in which a voluntary response is enhanced or weakened by its association with positive or negative consequences. It differs from classical conditioning in that the reaction to be conditioned is more voluntary and directed than automatic (as happens with classical conditioning, for example saliva). An important concept of operant conditioning is reinforcement. One application of operant conditioning is behavior modification, a formal technique to promote the frequency of desired behavior and reduce the frequency of undesired behavior. Behavioral changes are used to share many practical problems, such as: Teaching basic language to people with severe disabilities.

c) **Theory of Cognitive Social Learning:** This theory was provided by Albert Bandura. It is also called imitation learning. It is an approach that emphasizes learning by observing another person's behavior (i.e. a role model). According to social cognitive learning theory, we are more likely to imitate the behavior of others that we observe.

Behavioral perspective assessment: Behavioral perspective, is used in many areas in the education of children with severe intellectual disabilities. The most important criticism of the behavioral perspective is that there is no agreement between the different theories of the behavioral perspective. For example, theories of classical, operational and social learning differ significantly from each other and do not coincide in key areas.

Classical and operant conditioning takes into account learning from external stimuli and responses, where only the observable characteristics of the environment are important factors. Social learning theory, on the other hand, finds such an analysis too simplistic. They argue that humans differ from rats and pigeons by mental activity in the form of thoughts and expectations. According to social learning, theorists cannot understand human development without going beyond external stimuli or responses.

Pavlo's Experience

Classical Conditioning (Ivan Pavlov)

The classical conditioning experiment was conducted by Ivan P. Pavlov, while doing experiment on physiology of the digestive system. He noted that the dogs drooled as soon as the dog saw the empty plate on which the food was served. As we know, salivation is a thoughtful response to food or something in the mouth. Pavlov designed an experiment to understand this process in detail, again using dogs.

In the first stage, a dog was placed in a box and tied up. The dog placed in the box for a sometime. This was repeated several times on different days. In the meantime, a simple surgery was performed and one end of a tube was inserted into the dog's jaw and the other end of the tube into a measuring glass.

In the second stage of the experiment, the dog was kept hungry and placed in a harness with one end of the tube in the jaw and the other end in the cup. A bell rang and immediately afterwards the dog was given food (meat powder). The dog was allowed to eat it. The following days a bell rang every time the meat powder was presented. After several of these tests, a test was introduced where everything was the same as in the previous flights, except that the sound of the bell was not followed by the food. The dog

was still drooling at the bell, waiting for the meat powder to be presented when the bell sound was associated with it. This association between the bell and the food led to the dog having a new reaction, namely H. The sound of the bell was drooling. It was called conditioning.

It was observed that all dogs drool when fed. So, food is an unconditional stimulus and subsequent salivation is an unconditional response. After conditioning, the saliva began to flow in the presence of the bubble. The bubble becomes a conditioned stimulus and the salivation becomes a conditioned response. This type of conditioning is called conventional conditioning.

CLASSIC PACKAGING PRINCIPLES

1. Extinction

Pavlov noted that when the conditioned stimulus (ringing) is presented multiple times on its own without food, the degree of the conditioned salivary response decreases and the likelihood of its occurrence decreases. This process of gradually disappearing from the conditioned response or disconnecting from the association of stimuli is called extinction.

2. Spontaneous recovery

After cooling, a controlled reaction is no longer recognized. Then the behavior reproduces spontaneously, but with reduced intensity. This phenomenon of the recurrence of an apparently erased conditioned response after an interval in which the coupling of the conditioned stimulus and the unconditional stimulus is not repeated is called spontaneous recovery.

3. Generalization of the stimulus

The response to the stimulus is one of those generalized forms called generalization of the stimulus with respect to a particular stage of learning behavior in which a person, once conditioned to respond to a particular stimulus, is led to act and responds accordingly. in the same way when responding to other stimuli of the same nature.

4. Discrimination through stimulation

Stimulus discrimination is the opposite of stimulus generalization. At this point, because of the strong inequality, the subject learns to react in the usual way, react differently in different situations.

Implication of Classical Conditioning

The behavior results in interests, attitudes, habits, same application or criticism. Moods and temperaments are created through conditioning. The conditioning process not only helps to learn what is desirable, but also to eliminate, avoid, or unlearn unwanted habits, unhealthy attitudes, superstitions, fear, and phobia through deconditioning.

Operant Conditioning (Skinner)

Operators are those behaviors or reactions that animals and humans give up voluntarily and are under their control. The term operant is used because the organism acts on the environment; the conditioning of operant behavior is called operant conditioning. This type of conditioning was first studied by B. F. Skinner. Skinner has studied the occurrence of voluntary reactions when an organism interacts with the environment. He called the experiment the operant conditioning experiment. He kept the rats in the cage for a while without giving them anything to eat. The rat was hungry and looking for food. While searching for food, the rat pressed a lever. When the lever was pressed, the rat was fed. Food was given as a reward for accidental pressing of the lever. In this way, the rat gradually learned to pull the lever when hungry. In this process, the given response i.e. accidental hitting of the lever is amplified by the food, and hitting of the lever becomes normal behavior i.e. H. Whenever food is needed, the rat pushes the lever and receives food. The rat casually works in the environment, and this incidental surgery becomes routine surgery by intensifying incidental surgery at first. Operant conditioning is also called instrumental conditioning because reinforcement becomes the instrument of incidental behavior that becomes normal behavior. Common behavior is learned behavior.

Application operant conditioning in class

The booster is only effective if it meets the current needs of the body. The rat was hungry; Rat cravings increased and food acted as an effective reinforcement to satisfy

hunger cravings. In the classroom to transform unwanted behavior of students or to strengthen them to learn new behavior, the student's need may not be the satisfaction of hunger, but recognition, praise, reward, and other things that please the student will help the student learn the desired behavior. Encourage students with pleasant facial expressions such as smiles or kind words as well said, etc. Registers the student to attend the class and activates it voluntarily and regularly. Such reinforcements should be given immediately after the student's desired behavior. Then only the students adjust the response to the reinforcement and learning the desired behavior becomes effective.

Gestalt Theory

Cognitive psychologists have tried to see learning as a more conscious and conscious effect of the individual, rather than a product of mere habit formation or a mechanism resembling a stimulus-response machine. As a result, the student does not only receive or respond to stimuli in a learning process.

A group of psychologists, German Gestaltists and especially Wolfgang Kohler have developed a learning theory called insightful Learning. Gestalt is a German name for which there is no English equivalent. The closest English translation to form is configuration, or more simply an "organized whole seen as greater than the sum of its parts." The basic idea of the theory is that something cannot be understood by studying its constituent parts, but only by studying it in whole or in its entirety.

Gestalt psychology is primarily concerned with the nature of perception, and the individual perceives a thing as a whole, while behavioral and stimulus response theorists describe perception as similar to photography. They feel that meaning comes first at some point and they see these two actions as separate. Psychologists have tried to interpret learning as a deliberate, exploratory, and creative effort rather than trial and error or mere mechanisms of response to stimuli. While learning, a student always sees the big picture and often sees and evaluates different relationships takes the proper decision intelligently.

Kohler (1925) first used the term insight to describe the learning of his apes. In the period from 1913 to 1917 he conducted numerous experiments with chimpanzees in the Canary Islands and incorporated his results in his book (ibid). In one experiment, Kohler placed

the chimpanzee sultan in a cage and hung a banana from the cage's ceiling. A box was placed in the cage. The chimpanzee tried to jump on the banana, but could not. Suddenly an idea came to him and he used the box as a jumping platform by placing it directly under the hanging banana.

While Kohler seemed to view insightful learning as a result of sudden aha or lightning, it depends on factors such as

Experience

Past experiences help solve problems. A child can only solve the problem of modern mathematics if he knows the symbolic language well.

Intelligence

Insightful solutions depend on the student's basic intelligence. The smarter the individual, the greater his perception.

Learning situation

The degree of insight of an individual depends on the situation in which he finds himself. Some situations lead to an insightful solution than others.

Individual hard work

Insightful learning requires trial and error, but this step does not take long. These initial efforts, in the form of a simple trial and error mechanism, pave the way for deep learning.

Reception and generalization

After obtaining an insightful solution to a particular type of problem, the person tries to apply it to another situation based on a similar type of solution. The solution found in one situation helps you respond informally in another identical situation.

CHAPTER 4

GROWTH AND DEVELOPMENT

Growth is the gradual enlargement of a child or parts of a child. Development is the gradual acquisition of various abilities (skills) such as resting the head, speaking, and learning, expressing feelings and dealing with other people. According to the WHO, adolescence is defined both in terms of age (between 10 and 19 years) and in terms of a life stage characterized by certain characteristics. These features include:

1. Physical growth and development
2. Social and psychological maturity, but not all at the same time.
3. Sexual maturity and initiation of social activities
4. Develop the mental process and identity of adults.
5. Socio-economic dependence

Change in Body development

Physical development includes growth and the ability to use muscles and body parts to develop specific skills. Gross motor skills (large muscle movements) and fine motor skills (small movements) contribute to physical development, and children often acquire all kinds of skills at a certain age. In the youth phase, notable changes occur, such as

1. Size and weight
2. Physical part
3. Change of vote
4. Increase in engine power
5. Sexual changes

Responsibility of the teacher in physical growth and development

1. Physical growth and development is not limited to the playground, but must take place in the classroom and, indeed, throughout the school curriculum.
2. Direct instruction on how to maintain health.
3. The importance of good posture must be built on a solid foundation.
4. Appropriate lighting arrangements for reading in the classroom,
5. Physical activity for students should be compulsory at school.
6. Awareness about sex education.
7. Teachers must know the rules of children's motor development.

Cognitive development

Intellectual development involves the growth and development of those skills and abilities that enable them to perform a task that requires complex cognitive skills and that allow them to adapt their behavior to constantly changing environmental conditions.

Cognitive development is the way in which children think, discover and discover. The development of knowledge, skills, problem solving and dispositions that help children to think and understand the world around them.

The maturity of the brain is part of cognitive development. Cognitive skills include skills such as feeling, perceiving, imagining, remembering, thinking, understanding, generalizing, interpreting, problem solving and decision making, etc.

The young person learns to argue rationally and scientifically and to find an answer to the how and why. The power of critical thinking and observation is well developed. Adolescence is more creative and curious. Adolescence criticize almost everything. They develop a lot of imagination. It will be the beginning of the artist, inventor, philosopher, poet and writer, etc.

- Cognitive development is an area of study in neuroscience that focuses on a child's development in terms of information processing, theoretical resources, cognitive skills, language learning, and other aspects of the child. developed the adult brain and cognitive psychology.

- Cognitive development is defined as the emergence of the ability to consciously recognize, understand, and articulate one's understanding in adult terms. Cognitive development is how a person perceives, thinks and understands their world through the relationships between genetic and learning factors.

- Thinking about cognitive development, intelligence, language and memory has four phases.

- Jean Piaget was a major force in establishing this field and formulating his "theory of cognitive development". Piaget proposed four stages of cognitive development: the motor sensor, the preoperative, the concrete, and the formal operative period. According to Jean Piaget's theory of cognitive development, children go through four different stages of mental development. Children acquire knowledge based on understanding the nature of intelligence. Piaget's stages are:

1. Sensorimotor stage: from birth to 2 years
2. Preoperative phase: 2 to 7 years
3. Specific operational phase: 7 to 11 years
4. Formal operational phase: from 12 years old.

Piaget believed that children play an active role in the learning process and act like little scientists in conducting experiments, making observations and discovering the world. As children interact with the world around them, they constantly add new knowledge, build on existing knowledge, and adapt pre-recorded ideas to incorporate new information. Born in Switzerland in the late 1800s, Piaget was a bright student who published his first academic paper when he was only 11 years old. His first contact with children's

intellectual development, during his work as an assistant to Alfred Binet and Theodore Simon to standardize their famous IQ test.

Piaget's interest in the cognitive development of children was largely motivated by the observations of his own cousin and daughter. These observations confirmed his emerging hypothesis that children's minds were not just smaller versions of the adult mind.

Until now in history, for the most part, children were simply treated as smaller versions of adults. Piaget was one of the first to realize that children's thinking is different from that of adults.

Instead, he argued, intelligence grows and develops in a series of stages. Older kids don't just think faster than younger kids, Instead of there are both qualitative and quantitative differences between the thinking of young children and older children.

Cognitive development involves changes in cognitive processes and skills. According to Piaget, early cognitive development involves action-oriented processes that subsequently lead to changes in mental operations.

Levels: Piaget has developed a theory of levels of intellectual development that includes four different levels.

Sensorimotor level

Age: from birth to 2 years

Main features and development changes:

- The child knows the world through its movements and sensations
- Children discover the world through basic operations such as sucking, grasping, watching and listening.

Babies learn that things persist even when they cannot be seen (object stability)

- They are separate beings from the people and objects that surround them.
- They realize that their actions can cause events in the world around them.

In the earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulation of objects. The entire experience of a child in the first phase of this phase proceeds through basic reflexes, senses and motor reactions.

During the sensorimotor phase, children go through a stage of growth and learning. As children interact with their environment, they are constantly making new discoveries about how the world works.

The cognitive development that takes place in this period takes place in a relatively short time and requires a lot of growth. Children don't just learn physical actions such as crawling and walking. They also learn a lot about the language of the people they interact with. Piaget has also divided this phase into several subsections. In the last part of the sensorimotor phase, objective reflection occurs very early.

Piaget believed that developing the durability or constancy of objects, the realization that objects persist even when they cannot be seen, was an important part of this development phase.

By learning that objects are separate and distinct entities and that they have an existence of their own that goes beyond individual perception, children can begin to assign names and words to objects.

The sensorimotor stage of cognitive development

The preoperative phase

Age: 2 to 7 years

Main features and development changes:

- Children start on to think symbolically and learn to use words and pictures to represent objects.
- Children are often selfish at this stage and find it difficult to see things from the point of view of others.

- As they improve with language and thinking, they are still usually very specific.

The foundations for language development may have been laid before, but language initiation is one of the most important features of the preoperative development phase.

At this stage of development, children may claim to play a lot more, but continue to think very carefully about the world around them.

At this point, children learn through fantastic games, but still struggle with logic and accept the point of view of others. They also often have difficulty understanding the idea of cohesion.

For example, a researcher could take a piece of clay, divide it into two equal parts, and then give a child a choice of two pieces of clay to play with. One piece of clay is rolled into a compact ball, while the other is crushed into a flat pancake. Because the flat shape appears larger, the pre-operative child will likely choose this piece, even though both pieces are exactly the same size.

In a shallow pancake pan because the flat shape appears larger, the pre-operative child will likely choose this piece, even though both pieces are exactly the same size.

The specific use phase

Age: 7 to 11 years

Main features and development changes

- At this point, children begin to think logically about certain events.
- begins to understand the concept of conservation; that the amount of liquid in a short, wide glass is the same as in a long, thin glass
- Children begin to use inductive logic or discuss certain information about a general principle.

Although children are currently very specific and literal in their development, they are becoming much more adept at using logic. Early-stage egocentrism begins to fade as children think more about how others could do it.

While thinking makes much more sense in a given business state, it can also be very rigid. Children at this stage in their development tend to struggle with abstract and hypothetical concepts.

At this point, too, children become less self-centered and begin to think about what others might think and feel. Children in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone necessarily shares their thoughts, feelings, and opinions.

The proper development phase

Age: 12 years and older

Main features and development changes:

- At this point, the adolescent or young adult begins to think abstractly and think of hypothetical problems.
- Abstract thinking arises
- Young people start to think more about moral, philosophical, ethical, social and political issues that require theoretical and abstract thinking.
- Begin to use deductive logic or reasoning from a general principle to specific information.

The final phase of Piaget's theory involves an improvement in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point people can see different possible solutions to problems and become more scientific about the problem. The ability to think about abstract ideas and situations is the most important feature of the formal operational phase of cognitive development. The ability to systematically plan for

the future and think about what-if situations are also important skills that emerge during this phase.

It is important to note that Piaget did not view children's intellectual development as a quantitative process. This means that children don't just expand their existing knowledge with more information and knowledge as they get older. Instead, Piaget suggested that children's minds qualitatively change during these four stages.

A 7 year old has more information about the world than a 2 year old. Attitudes to the world have changed radically.

CHAPTER 5

SOCIAL DEVELOPMENT

Educators have defined social development in different ways. E.B. Hurlock says, "Social development means maturing in social relationships." According to H.E. Garret, "Socialization or social development is the process by which the biological individual is transformed into a human person." Social development thus refers to the developmental process through which a child acquires the necessary attitudes, skills and values that make him an acceptable member of the group to which he belongs. Social development refers to the process by which a child learns to interact with the people around him , develop and perceive their own individuality within their community, they also learn skills to communicate with other people and process their actions.

1. Social awareness: understanding what others feel and think; value and positively interact with different group.
2. Self-awareness: knowing what you feel and think; have a realistic estimate own ability and good self-confidence.
3. Self-management: controlling your emotions in a way that facilitates rather than hinders the performance of tasks; Setting and achieving goals; Perseverance in the face of setbacks and frustrations;
4. Relative skills: building and maintaining healthy and rewarding relationships based on clear communication, collaboration, resisting inappropriate peer pressure, negotiating conflict resolution, and seeking help when needed;
5. Responsible decision-making: make decisions based on a careful consideration of all relevant factors and possible consequences of alternative approaches, respect others and take responsibility for your own decisions.

Role of schools in social development of child

The role of the school has changed significantly in a rapidly changing civilization. It is no longer considered sufficient to meet the current challenge. The current school must also fulfill certain family functions. You can develop certain desirable social habits.

The task of social development can be more successfully accomplished through joint and extra-curricular activities. Only the teacher's genuine understanding and desire to act positively and impartially can help.

The school offers young people many opportunities to travel and mingle with other groups. Teachers are expected to be vigilant to ensure that students do not think about untouchability, caste discrimination, and other prejudices. Under his responsibility, a teacher can play a very important role in the social development of the young person. It has a major influence on the development of the personality of young people.

(i) Adolescents should be exposed to public places such as museums, courts and places of historical interest, etc. to observe social interaction.

(ii) People with various economic activities or professions may be invited to the school to describe what they do and the usefulness of their work to the nation. In this way, the young person can get to know the people of the society.

(iv) The school curriculum should include many shared educational programs and activities in which young people meet, cooperate and learn from each other.

(v) Stories of great men's self-denial for the common good can be told to adolescents to motivate them to overcome small accomplishments and fight for the betterment of humanity.

CHAPTER 6

EMOTIONAL DEVELOPMENT

Emotional development is one of the most important aspects of the growth and development of young people. Adolescents' growth and physical development are not only related to their emotional state, their aesthetic, intellectual, moral and social development is also governed by their emotional development.

Controlling your emotions and being able to hide them is a sign of a strong and balanced personality. Therefore, adolescents must be trained to manage their emotions and achieve balance and mental stability that lead to individual happiness and social effectiveness. Emotional development, the emergence of experience, expression, understanding and regulation of emotions from birth, as well as the growth and modification of these capacities during childhood, adolescence and adulthood.

Emotional development refers to the ability to recognize, express and deal with feelings at different stages of life and to empathize with the feelings of others. The emotional development includes both positive and negative emotions, is strongly influenced by relationships with parents, siblings, and peers.

Babies from six to ten weeks old show emotions with a social smile, accompanied by actions and sounds that represent pleasure. The social smile develops in response to smiles and interactions with the caregiver. Babies start laughing for about three to four months, which shows that they can see the incongruity in actions that deviate from the norm.

Laughter promotes mutual interaction with others, which promotes social development. By 6 to 12 months, babies may begin to express feelings such as fear, disgust, anger, and sadness, indicating that caregivers are uncomfortable or disgusted and that they need attention. Babies respond to their emotions when their caregivers respond and then learn from your emotional viewpoints.

In a child's second year, young children begin to express shame, shame, and pride, which are learned emotions based on their culture. When they learn language and learn to articulate their feelings, they can express their feelings of affection, fear, pain, and fatigue. The ability to recognize and label emotions and then control emotional expression in a way that matches cultural expectations is known as emotion regulation. Children learn to self-regulate their emotions in order to deal with difficult situations. Usually, at age two, children also begin to get the complex emotional response of empathy by reading other people's emotional cues and understanding their points of view.

At the age of three, children begin to understand the rules of society regarding the correct expression of emotions. Caregivers teach them that the expression of anger and aggression should be controlled in the presence of adults, but that they are less likely to suppress negative emotional behavior towards their peers. This difference is the result of different consequences of their behavior towards adults or their peers.

Children acquire the ability to change their emotional expression around the age of four. They may show external expressions that don't match their internal feelings, eg, Thank a donor if they don't like the gift. This ability requires complex skills to understand the need to change your expression, to be aware of the perceptions of others, to know that your expression does not need to correspond to your true feelings, and to have motivation and control necessary to convincingly mask your true feelings.

Children between the ages of seven and eleven have a wider range of self-regulatory skills. Factors that influence child decisions about how to deal with emotions include the type of emotions you feel and the relationship, age, and gender of the person involved. Children develop different expectations about the results they will get from different people. Parents can deal with certain emotions better than their peers, who they can belittle or laugh about.

When children of school age deal with their emotions, develop their people and social skills. depending on how they recognize themselves, compare themselves to their peers or develop self-confidence and master useful skills or feel inferior and fail. Self-esteem is affected by how others see you. If their performance is not what they personally want, they are likely to feel inferior and ridiculous. Circumstances that threaten to reveal your shortcomings can cause anxiety. When children believe in themselves and their abilities, they can have a stable and positive attitude towards themselves.

During play, children increase their emotional maturity and social skills by interacting with other children. Play helps children practice their communication skills as they negotiate roles and appreciate the feelings of others. They learn to share, take turns and deal with conflict while playing with others. Play also allows children to express and cope with their feelings through fantasy play so that they can think out loud about their experiences and feelings.

“Children who understand and express emotions more easily have better empathetic and social skills, which can help to build relationships. Emotions can affect the learner at different stages of the learning process. As it has been demonstrated, they can have a positive or negative impact on one's attention, motivation, learning strategies and ability to self-regulate learning.

Teaching depends upon emotions for the motivation of learning. In teaching, the emotions of fear, anger, and love can be used as spurs or drives to greater activity on “the part of the learner. They can also be used as checks on the pupil's behavior, in or outside the classroom. Emotion regulation enables the individual to have some control over his or her behaviour and remain engaged with the environment.

Regulation also enables students and teachers to avert/avoid negative emotions and enhance positive emotions. Emotion has a considerable influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem solving. Emotion has a particularly strong influence on

attention, especially modulating the selectivity of attention as well as motivating action and behavior.

Role Of The Teacher In Emotional Development

- (i) The teacher must ensure equal treatment regardless of the young person's ability, status or gender.
- (ii) Use dynamic and progressive teaching and learning methods.
- (iii) Love and affection as part of the teacher that should become the basis of the work
- (iv) Balanced emotional behavior of the teacher himself.
- (v) Creative and democratic education and discipline in school
- (vi) Healthy physical conditions at school
- (vii) Taking into account the individual differences of the young person
- (viii) Taking into account the individuality of young people
- (ix) Adequate accommodation for a variety of program activities
- (x) Provide sex education
- (xi) Rich and varied curriculum

CHAPTER 7

MORAL DEVELOPMENT

Moral Development Theory (Kohlberg) Lawrence Kohlberg, psychologist at Harvard University. known to develop a theory of moral judgment in the childhood person. He founded his moral theory Development based on the results of his studies in hundreds of children of different cultures. This differs from the popular belief that children learn the meaning and methods moral judgment of their parents and elders through learning.

As soon as we talk to children about morality, he says, we see that they have many opportunities to make judgments which are not internalized from the outside and which do not come directly and naturally from the parents. Professors and even students. Companions (Kohlberg, 1968).

By morality we mean the traditional values of the moral code of the social group. The term comes from the Latin word "manners" and means popular ways, customs or manners. Acting morally means acting in accordance with the group's standards of conduct.

Morality also includes a sense of right or wrong behavior related to the individual's conscience. Moral behavior is taught. Moral norms vary from group to group, depending on what has been accepted by the group as socially accepted behavior. True morality comes from the individual. It is internal in nature and not imposed by an outside authority.

Moral character (i) self-control (ii) reliability (iii) perseverance (iv) diligence (v) sense of responsibility (vi) conscience

Kohlberg's (1984) stages of moral development include three levels: pre-conventional, conventional, and post-conventional.

Pre-conventional level

The characteristics of moral thinking at the pre-conventional level are related to the inadequacy of role-taking, in which people make moral judgments based on cultural rules and labels that represent authority beyond the individual.

Therefore, the justification takes into account the physical or external aspects of the actions. The pre-conventional level of morality consists of two levels: heteronymous morality (level 1); and individualism, instrumental finality and exchange (step 2). People at the pre-conventional level define right and wrong in relation to individual needs.

1. Heteronymous morality

The ability to assume roles is limited at the self-centered level. In other words, perspectives are confused or undifferentiated from one's perspective in moral situations. Moral justice here means following the rules and avoiding being called "thief" in derogatory terms. The behavior reflects the underlying fear of punishment and other sanctions of physically superior officers.

Children learn in societies regarding social rules and discipline imposed by their families or other social systems. Hence, there may be cultural differences in the types of prohibited or prescribed acts and in the way children are encouraged to adopt desirable behaviors (discipline).

2. Individualism, instrumental purpose and exchange

People at this level successively represent certain individual points of view, but do not integrate them. In most cases, they learn that people in different and even similar situations have different needs or values. Moral correctness means that everyone follows their own values and we must resolve conflict by the principle of physical equality, negotiate or give and take when people's needs are in conflict and different feelings, values in the ability to take on roles.

Conventional level

Moral values are the maintenance of interpersonal relationships, groups, societies or nations. The conventional level consists of two levels:

People take on more complex roles than individualism, instrumental purpose and exchange. You can understand that you and I can take a different position together. We can take a third party opinion that will assist in assessing appropriate actions.

Understand the principle that they must act in accordance with the common expectations for interpersonal relationships. A one-to-one relationship can be expanded or generalized to represent others in general.

There are wide differences in the types of interpersonal relationships and behaviors that are shared or expected in intercultural relationships. These cultural differences can be illustrated by numerous publications on international students who are confronted with cultural differences in expected behavior between friends.

Social system and conscience

People can take the position of the leader in an organization, from which they can integrate interpersonal relationships and other individual perspectives into organizations such as a community. Moral correctness is defined as behavior that serves to maintain the social system. Depending on the level of social systems: families, communities, countries, etc.

Culturally there is a multitude of social systems. For example, some social systems are heretical, while others are more egalitarian. In addition, companies differ in mobility, openness, etc.

Post-conventional level

People at the post-conventional moral level have developed abstract principles of choice by adopting a "pre-social" perspective and making unbiased judgments from outside the system in situations of moral conflict. In particular, moral judgments are made from an impartial point of view for all societies or cultures. The post-conventional level involves two phases: the social contract and individual rights, as well as moral thinking, which is based on abstract thinking using universal ethics.

Social contract or public services and individual rights

People can take an outside perspective and understand that the value systems maintained in societies can differ. They also understand that for the benefit of everyone and for the protection of everyone's rights, the importance of the contract between a society and its people is the foundation of moral thinking. They understand that values such as freedom, life, etc. are universal because they are the conditions for entering into partnerships.

Universal ethical principles

They recognize that human beings are ends in themselves and should be treated as such, and hold beliefs that they believe rational individuals would have in similar situations. Moral thinking is based on universal ethical principles and requires a sense of personal commitment to internalized principles of justice. The principles of justice are equal human rights and respect for human dignity.

School environment

The behavior and norms of the immediate environment influence the young person in the formation of his moral behavior. It is very unfortunate that the elderly generally have a double standard. We hardly practice what we preach. Young people observe this double standard. That is why it is very important that the elderly have high moral standards.

Adolescence is a time of change. Some changes are difficult to overlook, such as when you turn around and notice that your child appears to be an adult. The transformation of adolescence takes place in thinking; the child can think or develop cognitively. Cognitive development is important in preparing adolescents to deal with complexity, judgments and plans for the future.

- Create an environment where the ideas and independent thinking of young people are valued.
- Involve young people in ongoing discussions and ask them to find solutions to problems.
- Recognize when teens make reasonable decisions.
- Help teens rethink their mistakes. Give them confidence and imagine how the consequences could have been avoided.
- Feel free to participate in political and spiritual discussions, even if we don't share your opinion.
- Celebrate the idealism of youth and recognize it as hope for the future.
- Get teens to plan for their future and encourage them to learn more about themselves over time.

CHAPTER 8

CONCEPT OF INDIVIDUAL DIFFERENCES

Individual differences represent the variation or deviation between individuals with regard to a single trait or traits, they represent those differences that collectively distinguish one individual from another. Hence, we can say that individual differences are the differences between people that distinguish or separate them and make them one unique individual.

Types of individual differences

Inequality in interests

Interest can be viewed as a motivational force that prompts us to care about a person, cause or activity. In education, different interests mean that you see some students as a particular subject, teacher, hobby, or profession more than others than others.

Posture difference

The difference in attitude has something to do with psyche. Few students have a more positive attitude towards a particular subject, subject and profession than others. The role of education in society is to develop a positive attitude.

Inequality of values

Values are the things that an individual values. Some students enjoy the materialistic lifestyle, a different moral or religious lifestyle, etc. Therefore, education must shape the mind of the younger generation to strike a balance between materialism and spiritualism.

Read habits

It can be clearly seen that some students differ significantly in their study habits from others. Some students work hard and study all subjects with interest, while others do not. Some learn in isolation and others in groups.

Each child grows and develops in a different environment. They differ depending on the environment and experience. The interaction of students with teachers and

friends generates experiences. These experiences cause a change in thinking and feeling. The changes that are occurring suggest that there is learning and that adolescents with physical growth and development are trained to be good athletes. Hence, learning is very important for development.

Biological an important determinant of our behavior are the biological structures we have inherited from our ancestors in the form of a developed body and brain. The importance of these biological bases becomes evident when we observe cases where brain cells have been destroyed by disease, drug use, or accidents. These cases develop different types of physical and behavioral disorders. Many children develop intellectual disability and other abnormal symptoms as a result of the transfer of a defective gene from their parents.

Psychoanalytic the psychoanalytic perspective assumes that development is formed by unconscious forces that stimulate human behavior. Sigmund Freud (1856-1939), a Viennese physician, developed psychoanalysis, a therapeutic approach which aims to give the patient an idea of unconscious emotional conflicts.

Inattention does not matter whether the attention is a private stimulus or some stimulus. There is no consideration for a particular incentive that does not interest us. Inattention is caused by the absence of objective and subjective factors that determine attention. For example, Lack of interest, motivation or need on the part of the individual causes inattention. Distraction, on the other hand, refers to dealing with irrelevant stimuli that are not part of the main task. An informative assistant wishes the conference and the classroom, but you might be distracted by noise from outside. This is traditional productivity and an energy gas pellet associated with fatigue.

CHAPTER 9

ATTENTION FACTORS

Attention is a concept of education and cognitive psychology that refers to the way we characterize specific information in our environment. Personal characteristics that affect perception include attitudes, personality, motivations, interests, past experiences and attitudes of a person. Some factors influence the target such as: novelty, movement, sounds, size, background, proximity, similarity, etc. interpretation. In the selection, the first step, we choose the stimuli that catch our attention. We focus on those who enhance and value our senses (sight, hearing, smell, taste and touch).

There are four types of attention: selective or focused on a certain moment at a time; split, or a focus on two events at the same time; sustained or concentrated for a long period of time; and executive, or an emphasis on achieving steps to achieve a goal.

Without a doubt, visual attention is the primary mechanism of perception. According to many authors, it is not only important but also necessary. But there is some evidence that does not fully support these claims. This evidence comes from a relatively new theoretical approach known as inattentive blindness.

Attention is a concept that has been studied in cognitive psychology and relates to how we actively process certain information in our environment. Personal characteristics that influence perception include a person's attitude, personality, motivations, interests, past experiences and expectations. Certain factors influence the goal, such as: novelty, movement, sounds, size, background, proximity, likeness, etc. There are three levels of perception: selection, organization and interpretation. When choosing, the first step, we choose the stimuli that catch our attention. We focus on those that enhance our senses (see, hear, smell, taste, and feel).

There are four types of attention: selective or focused on one thing at a time; Divide or focus on two events at the same time; persistent or concentrated over a long period of time; and the direction or focus on taking action to achieve a goal.

When we are aware that we are not sleeping, we pay attention any kind of encouragement, but awareness and attention are not the same. Different stimuli that do not come to our attention may be present at our conscious level of these stimuli. We choose them or isolate them and pay attention to them. The effort of selection and experimentation drew attention. The factors that determine the attention from within are internal or subjective factors. Sometimes there can be external factors as well. These are present in the stimulus or in the objects that attract us. These are known as external factors.

Duration Of Attention

Any things can be found within a short period, The number of things we can perceive the attention span in a very short time. Attention span indicates how many things can exist in the focus of our consciousness at the same time. If you get children to see a lot of things in a short period of time, they can see everything with equal attention. Because the number of things we see at the same time is Border. We can measure the attention span of a person with a tachistoscope. Psychology laboratory Cards with different number of points are displayed individually. Each card is displayed for one second. You have to say how many points there are in each. The maximum number of points you can notice is your attention span.

Adolescent

Adolescence is generally defined as the stage of life that begins at the onset of puberty, when sexual maturity or the ability to reproduce is reached. It was seen as a time of rapid change, both biological and psychological in nature. While the physical changes that occur during the phase are universal, the social and psychological dimensions of the adolescent experience depend on the cultural context. For example, in cultures where adolescence is seen as problematic or

confusing, the adolescent will have very different experiences than someone in a culture where adolescence is seen as the onset of adult behavior, and so after. Therefore, perform a responsible task. While most societies have at least a short period of childhood, this is not universal in all cultures.

As adults, when we think of our teenage years and remember the conflicts, insecurities, occasional loneliness, and peer pressure, we think this was definitely a vulnerable time. During puberty, peers influence regained freedom. The unresolved issue can cause problems for many of you. Respect for peer pressure can be both positive and negative. Young people are often confronted with choices related to smoking, drugs, alcohol, non-compliance with parental rules, etc.

These decisions are made regardless of their impact. Adolescents can go through periods of insecurity, loneliness, self-doubt, fear and worry for themselves and their future. They are also likely to experience excitement, joy, and a sense of competence in overcoming developmental challenges.

Adolescents are generally based on a homogeneous group, most of which are stratified by gender, caste, class, geographic status (city / country) and religion. Teens host an event with a range of categories. Schoolchildren and out of school, dropouts, sexually exploited children, working adolescents, paid or unpaid, unmarried adolescents, even if their household and their married wives have experience of fatherhood and motherhood. Adolescents are under the influence of electronic media, adolescents are still insensitive to globalization. Nonetheless, the following interests, aspirations and attitudes of official teenagers are observable, although it is very difficult to generalize, as there are several subgroups in the county due to the vastness of the county and its diversity in culture.

Concept of Thinking

Thinking is a complex process which involves manipulation of information as we form concepts. Thinking help in problem solving, reasoning and making decisions. Thinking is a higher cognitive function and the analysis of thinking processes is part of cognitive psychology.

Thinking is a pattern of behaviour in which we make use of internal representations (symbols, signs etc.) of things and events for the solution of some specific, purposeful problem.

Characteristics of Thinking

1. Thinking is an important aspects of one's cognitive behavior.
2. It depends on both perception and memory.
3. Thinking is a mental process which starts with a problem and concludes with its solution.
4. It involves trial and error; analysis and synthesis; foresight and hindsight.
5. It is a symbolic behavior.
6. It is a cognitive activity.
7. It is always directed to achieve some purpose.
8. It is different from day-dreaming and imagination and problem solving abilities.

Images are used as an instrument of thinking. These images may be images of personal experiences of objects, persons or scenes actually seen, heard or felt. These mental pictures symbolize actual objects, experiences and activities.

A concept is a 'general idea' that stands for a general class and represents the common characteristic of all objects or events of this general class. The concept formation saves our efforts in thinking. E.g. 'Man is mortal'; you do not perceive a particular man but mankind in general i.e. including women. Thus the generalized 'man' is a concept.

Symbols & signs are represent & stand for a substitute for actual subjects, experiences and activities. e.g. Traffic lights, railway signals, school bells, songs, slogans etc stand for symbolic expression. Thus symbols and signs stimulate & keep thinking. They tell us at once what to do or how to act.

Language help in linking for intercommunication and acts as a tool for thinking. It consists of words thus uses symbols; sometimes we use gestures in our language. When one is listening, reading or writing, one is stimulated to think. Language is a most effective & developed tool for the process of thinking.

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