

INTRODUCTION

This is the first unit of the second paper of Psychology of Learning. This course deals with the importance and contribution of educational psychology on the theory and practice of education. every teacher is confronted with the problem of individuals difference in the classroom. The purpose of this unit is to define the concept of educational Psychology. It describes meaning and nature of Educational Psychology. An attempt has also been made to describe the characteristics and meaning of learning.

MEANING AND DEFINITION OF EDUCATIONAL PSYCHOLOGY

Educational Psychology and consists of two words Psychology and Education. While Genral Psychology is a pure science. Educational Psychology is its application in the field of education with the aim of socializing man and modifying his behaviour. According to Crow and Crow Educational Psychology describes and explains the learning experiences of an individual from birth through old age. Skinner defines Educational Psychology as “that branch of Psychology which deals with teaching and learning”

Stephen – “Educational Psychology is the systematic study of the educational growth and development of a child.” Judd – “Educational Psychology is the Science which explains the changes that take place in the individuals as they pass through the various stages of development.” Peel- “Educational Psychology is the science of Education.” Educational psychology is one of the branches of applies psychology concerned with the application of the principles, techniques and other resourse of psychology to the solution of the problems confronting the teacher attempting to direct the growth of children toward defined objectives. More specifically, we can say educational psychology is concerned with an understanding of:

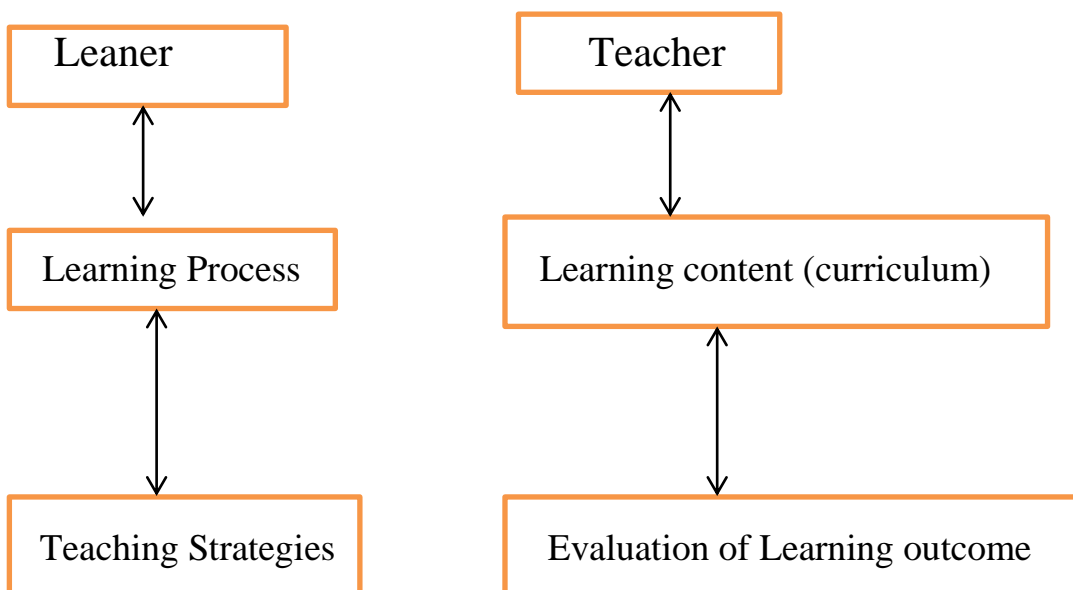
- The child, his development, his need and his

potentialities. • The learning situation including group dynamics as the affect learning. • The learning process its nature and the ways to make it effective. Stated differently, the Central theme of Educational Psychology is Psychology of learning.

PSYCHOLOGY OF LEARNING

This area is concerned with such problems as : How do children acquire skills? When is learning more effective? What are the factors that help the learning Process? How do we measure the amount of learning? Are there any economic methods of memorizing? Why do we forget? Can memory be improved? Dose the study of Sanskrit helps than study of Hindi? Psychology helps the teacher to get answers to these questions. It tells us that learning becomes more effective if factors like motivation and interest are taken into consideration by every teacher. The knowledge of psychology has helped the teacher in modifying her approach to the teaching learning process. The study of educational Psychology has brought about change in the approach and therefore we have child centred education. Psychological principles are used in formulation curriculum for different stage. Attempts are made to provide subjects and activities in the curriculum which are in conformity with the needs of the students, their developmental characteristics, learning patterns and also needs of the society.

SCOPE OF EDUCATIONAL PSYCHOLOGY



Five major areas covered by Educational Psychology are:

- The Learner
- The learning Process
- The learning Situation
- The Teaching Situation
- Evaluation of Learning Performance
- The Teacher

The Learner

Educational Psychology acquaints us with need of knowing the learner and deals with the techniques of knowing him well. Following are the topics studied included in it: the innate abilities and capabilities of the individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development at each stage beginning from childhood to adulthood.

The Learning Process

After knowing the learner and deciding what learning experiences are to be provided, the emerging problem is to help learner in acquiring these learning experiences with ease and confidence. Hence, it deals with the nature of learning and how it takes place and contains the topics such as laws, principles and theories of learning; remembering and forgetting, perceiving, concept formation, thinking, reasoning process, problem solving, transfer of training, ways and means of effective learning etc.

Learning Situation

It also deals with the environment factors and learning situation which come midway between the learner and the teacher. Topics like classroom climate and group dynamics techniques and aids which facilitate learning,

evaluation techniques, and practices, guidance and counseling etc. which help in the smooth functioning of the teaching learning process.

Teaching Situation

It suggests the techniques of teaching. It also helps in deciding what learning situation should be provided by teacher to learner according to his mental and physical age, his previous knowledge and interest level. By describing the learner's characteristics, what teaching aids are appropriate for the particular subject

Evaluation of Learning Performance

Main objective of education is allround development of the learner. It includes cognitive, affective and psychomotor aspects of personality. Educational Psychology suggests various tool and techniques for assessment and evaluation such as performance test, oral test and written test. It does not stop at measurement only, after the testing results of the test are analysed causes for poor performance, backwardness in any aspect of development is corrected by maladjustment are helped by guidance and counselling study habit, examination techniques and learning styles are analysed and helped the learner so that he can overcome the difficulties.

The Teacher

Educational Psychology emphasizes the need of knowing the self for a teacher to play his role properly in the process of education. it throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc., so as to inspire, help teacher handle the stress, conflict and anxiety by giving insight in their own personality.

Passage 03:

Signs and symptoms of learning disabilities and disorders:

Learning disabilities look very different from one child to another. One child may struggle with reading and spelling, while another loves books but can't understand math. Still another child may have difficulty understanding what others are saying or communicating out loud. The problems are very different, but they are all learning disorders.

It's not always easy to identify learning disabilities. Because of the wide variations, there is no single symptom or profile that you can look to as proof of a problem. However, some warning signs are more common than others at different ages. If you're aware of what they are, you'll be able to catch a learning disorder early and quickly take steps to get your child help.

The following checklist lists some common red flags for learning disorders. Remember that children who don't have learning disabilities may still experience some of these difficulties at various times. The time for concern is when there is a consistent unevenness in your child's ability to master certain skills.

Signs and symptoms of learning disabilities: Preschool age

- Problems pronouncing words
- Trouble finding the right word
- Difficulty rhyming
- Trouble learning the alphabet, numbers, colors, shapes, days of the week
- Difficulty following directions or learning routines
- Difficulty controlling crayons, pencils, and scissors, or coloring within the lines
- Trouble with buttons, zippers, snaps, learning to tie shoes

Signs and symptoms of learning disabilities: Ages 5-9

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Confuses basic words when reading

- Slow to learn new skills
- Consistently misspells words and makes frequent errors
- Trouble learning basic math concepts
- Difficulty telling time and remembering sequences

Signs and symptoms of learning disabilities: Ages 10-13

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Poor handwriting
- Poor organizational skills (bedroom, homework, desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Spells the same word differently in a single document

Read carefully the passage above, and answer the following questions.

- 1- At what age children may face difficulty with classroom participation and concentration?
- 2- Are learning disabilities seem the same for all children? And why?
- 3- Do children at preschool age have trouble in differentiating words that end in similar sounds?
- 4- Why it is not facile to identify learning disabilities?