

Psychology of Learning

Mr. K. Balusamy

M.Sc., M.Ed., Assistant Professor

KSR College of Education, Tiruchengode, Tamilnadu, India

balusamy012@gmail.com

Abstract: *Now days in school level students were learning through the psychology. It is the scientific study of human behavior in educational situation. It is concerned with these factors, principles and techniques which relate to the various aspects of child's growth and development. Since the human behavior cannot be predicated exactly, because it is dynamic. Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior. They have learned lot of things in the by psychology. Behaviour is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same. Behavior is a response to things that are happening: internally - thoughts and feelings. Externally - the environment, including other people. so in this topic I have discuss about psychology learning theories , it finally very important to the students learning*

Keywords: Psychology learning, Behavior, Learning theories, Principles and Techniques.

I. INTRODUCTION

The **psychology of learning** refers to theories and research on how individuals learn. There are many theories of learning. Some take on a more behaviorist approach which focuses on inputs and reinforcements. Other approaches, such as neuroscience and social cognition, focus more on how the brain's organization and structure influence learning. Some psychological approaches, such as social constructivism, focus more on one's interaction with the environment and with others. Other theories, such as those related to motivation, like the growth mindset, focus more on individuals' perceptions of ability.

Early approaches

Prior to the 1950s, psychological learning theory varied across countries. In Germany, gestalt psychology viewed psychological concepts holistically, such as the human mind and behavior. An emphasis was placed on trying to understand the overarching phenomenon of a psychological concept and how it connects with other ideas. This also led to a focus on problem-solving as a construct to be explored in the 1920s and 1930s.

In America, there was a strong emphasis on behaviorism, which focused on exploring observable behavior. Learning mechanisms were often tested on animals. Russia, or the Soviet Union at the time, provided a cultural-historical approach towards psychology that described learning in the context of one's environment. Learning was viewed as a phenomenon that can be directed and supported in institutions like schools. Another significant theory was Jean Piaget's constructivism, which described how learners construct knowledge by expanding and changing their ideas based on the information they receive. Sigmund Freud's work on psychoanalysis and John Dewey's theories on schooling and learning were also major influences during this time.

1950s–1960s

After World War II, two major learning theories became prominent. One was behaviorism, which stemmed from the work of B. F. Skinner and others. Skinner viewed human behavior as determined by an individual's interactions with one's environment.^[1] He argued that humans are controlled by external factors such that human learning is predicated on the environmental information one receives from one's surroundings. Starting in the 1960s, behaviorism expanded to consider more complicated forms of learning, such as Albert Bandura's concept of social learning and Dane Thomas Nissen's learning theory of culmination. These could not be explained adequately through behaviorism.

In addition, a humanistic view of psychology, led by psychologists Carl Rogers and Abraham Maslow, grew. In 1951, Rogers introduced the concepts of client-based therapy and introduced related terms such as "student-centered teacher"

and "significant learning". Maslow's hierarchy of needs model influenced the psychology of learning because it described how people needed to meet their basic physical, social, and mental needs before they could address other less basic needs.

1970s and beyond

During the 1970s, learning began to be viewed as an integral part of life and the world as it started to be seen as a part of personal and social enrichment. Concepts such as lifelong learning and adult education started to appear as people began to view learning as a daily process throughout life.

The Russian cultural-historical approach started to be adopted. This approach viewed learning as interacting with incentives in the environment. For instance, Ute Holzkamp-Osterkamp viewed motivation as interconnected with learning. Lev Vygotsky's zone of proximal development influenced educators to view learning activities in relation to the students' comfort zones.

Kenneth Gergen introduced the social constructionist approach, which posits that individuals construct mental structures from their social connections and environment.^{[1][1]} Hence, although learning can happen individually, it can only be evaluated in a social context. Jean Lave and Etienne Wenger, in their book *Situated Learning*, also stated that the environmental context influenced the learning outcomes.

Experiential learning, described by David Kolb, defines learning as an iterative process of experience, reflection, conceptualization, and experimentation. Robert Kegan established a constructive-developmental approach that expands upon Piaget's stages of child development into a lifelong process that includes adulthood. In 1991, the American psychologist Howard Gardner wrote *The Unschooled Mind*, which focused on three types of learning: intuitive learning, school learning, and expert learning. Intuitive learning, the most natural, occurs mostly in the preschool years; school learning is the learning children engage in during the school years, and intuitive-expert learning is the type of learning Gardner argues everyone should strive towards.

II. CONCLUSION

In 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. Learning theories plays a fundamental component in many aspects of life. The ability to develop an understanding of these theories can positively influence the way individuals choose to undertake a learning task.

REFERENCES

- [1]. Bower, G. H., & Hilgard, E. R. (1981). *Theories of learning* (5th ed.). Englewood Cliffs: Prentice Hall.
- [2]. Ormrod, J. E. (2006). *Educational psychology* (5th ed.). Upper Saddle River: Merrill/Prentice Hall.
- [3]. Ormrod, J. E. (2008). *Human learning* (5th ed.). Upper Saddle River: Merrill/Prentice Hall.
- [4]. Apps, J. W. (1973). *Toward a working philosophy of adult education*. Syracuse, NY: Syracuse University.
- [5]. Fulkerson, R. (2000). Four philosophies of composition. In E. Corbett, N. Myers and G. Tate (Eds.), *The writing teachers source book* (4th ed.) (pp. 3–8). New York: Oxford University Press