

Educational psychology/Personality formation

Personality-shaping influences

The following work together on personality development:

Internal biological conditions

Environmental influences
Learning and one's own activity

Internal biological conditions

Innate predispositions = disposition - the child carries them into the world as an inheritance from ancestors. Hereditary information is encoded in genes, which contain DNA.

Effects on the development of the fetus - during gestation (pregnancy) the mother's illness, improper nutrition, alcohol, the mother's smoking, stressful situations, the use of drugs, injury to the mother and the fetus, etc.

Effects at the time of birth - perinatal effects - protracted birth, fetal asphyxia (suffocation) + lack of oxygen, serious illness of the child.

Environmental influences

Natural, climatic conditions in which people live.
Environmental quality.
Environmental changes caused by human activity - development of industry, technology, ozone hole.
The social environment where the individual grows up, parents' employment, divorce, death in the family, influence of peers - rappers, sprayers.
Mobile phones, branded fashion recognized in the group, etc.
Cultural and informational institutions - theaters, cinemas, discotheques.
Social changes in the wider society - political situation, war, natural disaster, state economy.

Learning and human activities

The formation of personality is determined to a large extent by learning, play, work activities.

It is, in a broader sense, the opposite of inherited, innate, instinctive.

Learning is the shaping of the psyche and personality during the development of an individual, even throughout life.

The meaning of learning

- Acquiring knowledge, skills, habits.
- Consolidation of interests, changes of interests.
- Changes in the individual's abilities (sometimes they are noticeable after a long time).
- Formation of personality traits, character traits.
- Forms the will - overcoming obstacles.
- It affects how you spend your free time.

Types of learning

- **Learning, work, play = basic human activities.**
- **Direct - intentional, intentional** = student learning at school, patient education.
- **Indirect - functional, unintentional** = learning through play, gaining experience in contact with other people.

Social learning

- **Conditioning**
 - **Essence - formation of temporary neural connections.**
 - **Classical - Pavlovian** - increased salivary secretion in experiments with dogs.
 - **Instrumental (Skinner)** - operant conditioning - experiments with hungry animals - *Food = reward!!*.
 - American psychologist BF Skinner (1904-1990), devoted more than 50 years to experimental learning research.
 - Learning takes place in three stages:
 - Stimulus - situation (S) - the learner is exposed to it.
 - Behavior - (B) - it is provoked by the situation.
 - Reinforcement (R) - follows the behavior - is it positive R+ = reward or is it aversive - R- = it is

actually a punishment, even if unintentional. It is supposed to break down undesirable forms of behavior.

- Meaning when learning the first words - the child's reward - a smile, a caress.

▪ **Perceptual-motor learning**

- Acquiring habits, skills, e.g. writing
- Stereotype - necessary repetition of the activity - gaining more confidence in the performance, the number of mistakes decreases, feelings of fear of mistakes, the activity is accelerated by frequent repetition.
- Necessary praise - reinforcement in activity.

▪ **Verbal learning**

- The most widespread type of learning in humans - rote learning.
- Learning continuous texts - poems, texts.
- Medieval education - rote learning of Latin texts
- This way of learning is discussed!!!

▪ **Conceptual (thought) learning**

- Acquiring answers, reactions to stimuli - objects, events..
- Uses thought analysis, understanding.
- It includes, for example, searching for the correct term, sorting cards according to pictures (pexeso), determining the superior and subordinate terms.

▪ **Learning to solve problems**

- The most complex kind of learning.
- Self-discovery of relationships between subjects, concepts.
- Ex. solving mechanical puzzles - i.e. assembling parts, forming words and sentences from letters - games for children (puzzles)
- The individual must solve a certain strategy - an algorithm.

Game

▪ **The meaning of the game**

It clearly has serious consequences for all areas of the child's mental life.

From a child's point of view, the purpose of play is to have fun, not to find out how things work, to try on the roles of adults, to learn something - that's irrelevant

Childhood is not just preparation for adulthood.

Games help develop manipulative skills (using fingers).

They influence and develop imagination = the ability to evoke in the mind situations, objects, events that are not physically present at the given time.

The increasing complexity of the game testifies to the development of cognitive skills, the use of language.

▪ **Game stages**

Solitary play - infants - absence of other children.

Parallel play - children play side by side (3 years).

Social game - joint game (4 years, 5 years).

Game types

More breakdowns

- Sensorimotor - 1st year - exploring objects, manipulating them, using the senses, movements - putting objects in the mouth, shaking, throwing (from the pram).
- First pretend play - beginning of year 2 - the child uses objects for their purpose, but in a pretend form - uses the spoon for the doll to feed himself.
- Reorientation to objects - 15.-21. months - the child no longer focuses on himself, but on other objects or on the toy (he feeds the doll or the mother with a spoon for dolls).
- Substitute pretend play - 2-3 years - objects represent something else - cube is a car, bottle is a boat.
- Sociodramatic game - 5 years - entering the roles - playing the doctor, playing the mother...
- Awareness of roles - 6 years - impose roles on others, consciously plan play activities.
- Game with rules - from 7, 8 years old - they replace pretend games with games with rules.

Issues of cooperation and competition in games - e.g. sports. The issue of the degree of structuring of younger children's games - i.e. the extent to which children are offered predetermined ways of behaving during play.

What affects learning

▪ **1. Affective agents - refer to feelings**

anxiety - it depends on the level of anxiety, a moderate level can benefit the individual, a high level inhibits learning;

fear of testing, of ridicule, devaluation by the teacher, excessive expectations of parents,...; self-concept, self-esteem, self-esteem - children with high self-esteem still perform higher than children with the same abilities but low self-esteem. They also choose higher goals, have less need for praise from

adults, are less discouraged by failure, more realistically evaluate their abilities;

extroversion - introversion:

Extroverts prefer unstructured learning situations, introverts prefer structured forms. Introversion can be quite beneficial when combined with a high level of intelligence.

▪ **2. Motivation**

It represents a combination of internal and external factors that:

they arouse, activate, supply energy to human action and experience;
they focus actions and experiences in a certain direction;
manages its course, the way of achieving results;
they influence the way an individual reacts to their actions and experiences, their relationships with other people and the world.

Student's motivation during teaching

It can be characterized as the result of a motivation process in which the student, teacher, parents, classmates participate.

The teacher influences motivation in the following ways:

creating an adequate image of children,
the teacher's expectations towards the pupils - the so-called "PYGMALION EFFECT" x "GOLEM EFFECT",
awakening educational needs - appropriate teaching methods,
social climate in the classroom,
the use of rewards and punishments in teaching,
elimination of boredom,
prevention of fear of school attendance.

Intrinsic motivation - comes from the individual himself.

The natural instinct of curiosity, an individual matter, everyone's motivation is different, it leads to different goals.

Extrinsic motivation - comes from the environment.

Even if the teacher motivates the most, there will be situations where intrinsic motivation will be zero. Therefore, extrinsic motivation is necessary - marking, report cards, communication to parents, tests, praise, excursions, competitions, early marking of tests.

▪ **3. Age, gender**

▪ **4. Memory**

Examples of factors that affect memory:

Repetition during teaching, correct pace of explanation, duration of attention (10-15 min. for ten-year-old children), logical division of the subject matter, asking what they do not understand - mathematics. Practical use of what has been learned is important - the application of injections. Visual representation - video, presentation, foil, color adjustment, font size.

▪ **5. Study habits:**

- realistic work goals,
- rewards,
- punctuality,
- learning in whole and in parts,
- arrangement of matter,
- visual, auditory memory,
- repetition - mentally, out loud, recording on a portable medium,
- statements, work with a textbook,
- study time - morning bird, night owl.

Links

Related articles

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- Educational psychology/The Relationship between teacher and student