

## EDUCATIONAL PSYCHOLOGY - ITS IMPORTANCE AND THEORIES

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### Abstract

The world is undergoing changes in all spheres of life and its various fields; these changes in social, economic, and industrial conditions have made life more complex and difficult and have given rise to a multitude of problems at all levels. As a result, attention to psychological knowledge and principles that govern human behavior has become paramount.

The expansion of the educational process's circle, the variety of its variables, and the factors influencing it can be said to have led to an increase in interest in educational psychology over the past few decades, similar to other branches of psychology. This field has established a connection between theoretical psychological knowledge and application, educational to enhance and raise the effectiveness of the teaching and learning process and link it to practical aspects to raise learners' awareness. and intimately connected to the process of education, and shows how to choose experiences and employ them correctly and what suits the learner's environment and aspects of his personality, as well as the learner's developmental characteristics such as mental, social, linguistic, motor and others, so attention to these aspects and their development has become a priority of educational psychology and its applications, in terms of attention to all aspects of the learner's personality and the surrounding environment to achieve the desired goals of the learning process, Therefore, attention to human behavior has become one of the priorities of educational psychological sciences in all its cognitive, cognitive and mental fields, and attention to it and its development has become very important to create an educated generation capable of achieving the desired educational goals.

**Keywords:** psychology, importance, theories, personality, development

## **The emergence and development of educational psychology**

The emergence of educational psychology can be traced in the period between (18-185 AD), as a result of the development of general psychology, and contributions and discoveries, which came from other fields, such as physiology, medicine and astronomy, has played various philosophical doctrines old, including modern, including the information, about the nature of knowledge and mind and the relationship of knowledge, spirit and mind a prominent role, in the emergence and development of this field, in addition to what was provided by schools of psychology, Different, such as behavioral, cognitive, human, and analytical principles and laws related to, psychological functions, behavior and the learning process

The beginning was that some universities such as New York University, the University of Iowa, and the University of Indiana, in giving competitions in educational psychology, and the main objective of which was to contribute and train and prepare teachers, based on scientific and methodological foundations, advanced and put in it the development of teacher skills and potential.

Educational psychology was seen at the time as the mediator between psychology and educational practice (**Zghoul, 212, 21**).

### **Definition of Educational Psychology:**

Educational Psychology: - It means the organized study of human behavior, its mental and emotional processes, and the physical activities of the human market, related to educational situations, aimed at helping the individual, to grow properly integrated in terms of mental and emotional, and social, to be able to adapt to himself and those around him (**Abu Jado, 24, 25**)

### **Definition of Educational Psychology:**

It means the scientific study and human behavior that is issued by the individual during educational processes (**Nashwani, 1983, 15**) Dr. Ahmed Zaki Saleh has defined educational psychology as the scientific study of the process of educational growth, as it examines the problems of this growth as practiced by the school in terms of it is the educational institution that was synthesized by society to supervise the education of young people (**Saleh, 1988. 16-17**)

## Objectives of Educational Psychology:

Educational psychology seeks to achieve two main goals: the first: is to generate knowledge of learning in students and organize it systematically so that they form theories, principles and information related to students and learners. The second goal of educational psychology is to formulate this knowledge in the forms of teachers and educators of its use and application. The first goal refers to the theoretical aspect involved in educational psychology. It is a behavioral science that deals with the study of the behavior of the learner in different educational situations, where it examines the nature of learning, its results and measurement and the characteristics of the learner's psychomotor, emotional and mental related to the educational and learning process, as the second goal of educational psychology refers to its applied side, just generating knowledge and developing theories and principles related to learning and students does not guarantee the success of the education process, as it is necessary to organize these knowledge, theories and principles in forms that enable teachers to use and test them and indicate the extent of their sincerity (Nashwani, 1983, 16)

The author of the book *Introduction to Educational Psychology* indicates that educational psychology aims to achieve two main goals, the first: refers to the theoretical aspect involved in educational psychology, which is a behavioral science that deals with the study of the learner's behavior in different educational situations, as it examines the nature of learning and its results and measurement in the learner's psychological, motor, emotional and mental characteristics related to the educational - learning process. While remembering that the second goal refers to the applied side, after generating knowledge and developing theories and principles related to the learner and the student, these knowledge, theories and principles must be organized in forms that enable teachers to use and test them and indicate the extent of their sincerity, effectiveness and impact on the process of learning and education, so educational psychologists prepare to apply what they reach from knowledge and theories on educational conditions and then they modify them in the light of the results of this application to achieve the best results. Hence, educational psychology is characterized as an applied theoretical science (Al-Gohari, D.T., 11)

## Simple conditional learning theory

The simple requirement is one of the main learning methods, as it is an important way to learn responses, and many studies have been done on the requirement on a

large number of living organisms, from the human level to the level of insects, as well as to identify the procedures and principles, which can represent the basic learning process, in living organisms, and when we talk about the simple requirement, classical we must refer to the Russian psychologist, In the twentieth century, (Ivan Pavlov), who revealed the conditional reflex act(**Essential, d.t., 35**)

### **Ivan Petrovich Pavlov (1849-1936):**

He is a doctor and scientist, has won the Nobel Prize, in medicine, was born in Ryazan, and belonged to the University of Petersburg, and received a doctorate, at the age of thirty-five, and is the first to study learning in controlled experimental conditions, where he studied the process of digestion, when dogs in the laboratory, and developed the theory of conditional reflex action, Pavlov was very famous because he was the first scientist to classify the process of conditional response, Pavlov was interested, to study the physiology of digestion of dogs when he accidentally discovered the simple requirement, he noticed when he was entering the dog room, in which his experiments are conducted, that the saliva of dogs drooling before the experiment, and I think that this phenomenon, psychological, but he noticed the continuation of this phenomenon, so he wanted to study it, to reveal the origin of this response (**essence, d.t. 35**)

### **Conditional behavior variables (components):**

**First:** the non-conditional stimulus, and we call it the natural stimulus, which is the food powder here and we usually symbolize it with the symbol (m - i), which is a strong and effective stimulus that works to show an uneducated response, relatively regular paralysis, and can be measured, which is important in the formation of a reflexive behavior pattern, as it happens in human behavior when the individual puts some points, lemon juice on his tongue, so we find that he feels an increase in the amount of saliva

**Second:** the unconditional response, and we call it the natural response, which is here the secretion of saliva and usually symbolized by the symbol (S - I), which is an uneducated reflex response (**Abu Hatab, 1994. 168**)

Third: the conditional stimulus, which precedes the introduction of the natural stimulus, which is here the vibrations of the sound of the resonant fork, and we symbolize it (m - u), and many types of conditional stimuli can be used, and this stimulus does not have the same strength as the natural stimulus

Fourth: the conditional response, which is the learned response, which is the secretion of saliva exciting sound only, and we symbolize it with the symbol (S - Sh), which is a learned response (**Abu Hatab, 1994, 168**)

### **Trial and error learning theory (Thorndike):**

Edward Thorndike was born in the city of Willemburg, Massachusetts, USA, in (1874), and was the second son of one of the leaders of the religious reform movement and even joining the University of (Wesselian), he had not read, or heard anything about psychology, and when he joined the university read the book Principles of Psychology (William James), pioneer of mental measurement, which was published in (189 AD), has been very affected and when he went to the University (Harvard), He studied one of the courses by (William James), they became friends and began to be interested in the study of Katateeb, and when he arrived in New York, he turned from the use of Katateeb in his study to cats has summarized, his study on animal behavior in his doctoral thesis entitled, (Animal Intelligence), an experimental study of associative processes in animals (**Zayat, 24, 179**)

### **Chronicles of Thorndike's experiments and their description:**

The most well-known experiment that Thorndike carried out on various animal species involved teaching cats how to open their cage doors and obtain food. He created unique mechanical cages that allow the door to open in multiple ways by either turning a special key or pressing a lever. The experimental setup was based on his observations of cats; the hungry cat is placed inside the cage, and by drawing in the ratchet, the key is rewarded with food. (**Askari, 212, 117**).

Thorndike has taken into account the existence of an unsatisfied need in the organism, which is its need for food, which can only be satisfied by opening the cage door, in addition to the presence of an obstacle, which has never experienced the organism before, and he must overcome this obstacle to get out of the cage, and win food, as well as measuring the extent of sensitivity in the performance of the organism in the period of time it takes, In removing the obstacle, which is opening the cage door, the animal's success in opening the door and getting out of the box is evidence that it has learned how to solve the problem (**Abu Jado, 24, 117**).

## **Watson's theory of associative conditionality:**

John Watson (1878-1985), one of the founders of the behavioral school, is the author of the famous saying, (Give me a group of healthy babies with a healthy physique and I guarantee you that I choose, for each of them to be a doctor, lawyer, artist, or businessman and regardless of his talents, abilities or knowledge) Watson was influenced by the work of Thorndike and Pavlov when he developed the law of repetition, which states that the learner repeats the responses he has learned without other responses. The individual uses the method of equation and error to learn the correct response and since this response will be enhanced by virtue of its repetition, this makes it a natural response in the situations in which it comes either modernity means that the most modern response among the responses of the learner in situations becomes the natural response, and between modernity and repetition Watson confirms that repetition is the one that constitutes the prevailing behavior (which is frequently used) compared to modernity and in light of this can condition new emotional responses different from what the individual has of conditional responses Learned, in other words, what he previously learned can be modified or acquired, and thus Watson believes that human characteristics and psychological qualities are the product of conditional learning, as he gave more weight to environmental work compared to the genetics factor

## **The experience of Watson and Baby Albert**

Watson conducted his main experiment on the child Albert, who completed the year of his age, and he seemed to be in good physical and psychological health, after making sure that all his fears are normal, he came with a white mouse and left the child playing with the mouse until he was familiar and when the mouse began to approach the child, Watson made a sudden loud sound and repeated pairing (approached the mouse and the loud voice) many times the child Albert showed a noticeable fear of the white mouse, When the child saw other animals with fur similar to the fur of the mouse appeared manifestations of fear also either about how to remove unpleasant situations in the child that has been learned has conducted Watson experiment in which he was able to remove fear in a child was afraid of the rabbit and by providing a white rabbit accompanied by exciting calls for pleasure in the child (provide some solutions, for example) until he was able to gradually rid him of this fear in the sense that the response to fear in the child is taken using tape procedures contained in Pavlov's own model (**Qutami, 21, 166**)

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