

# **University of Djilali Bounaama Khemis Miliana**

**Dep :Human & Social Sciences Stream :Councelling& Guidance**

**Level : 2<sup>nd</sup> year**

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## **Lesson One**

### **Learning**

Read the journal article. Then answer the questions.

Dr.Harris's work focused on **learning**.As an undergraduate ,she searched learning through repetition.This included **conditioning** and **habituation**.The results encouraged her to further explore **associative learning** in adults.She also wrote a paper on **memorization**.

As a graduate student,Harris began to specialize. Her particular area of interest as play. She observed how play helps children with **enculturation**.

Today,Dr.Harris continues to study children's play. Her current project focuses on **psychomotor** learning. It examines the **cognitive** development needed for physical skills. Her next project will address play and emotional development. It will be a targeted study of **affective** learning.

### **Questions :**

#### **A-Choose the correct answer.**

**1- What is the article mainly about ?**

- A- a review of a psychologist's speech.
- B- a summary of a psychologist's projects.
- C- an announcement of a psychologist's award.
- D- a course that a psychologist teaches.

**2- Which is NOT part of a psychologist's study of children ?**

- A- Associative learning.
- B- Enculturation.
- C- Psychomotor learning.
- D- Cognitive development.

**3- What does the psychologist plan to study next ?**

- A- conditioning
- B- enculturation
- C- affective learning.
- D- psychomotor leaning.

**B-Match the words (1-6) with definitions (A-F).**

- 1- play      2- affective      3- learning      4- conditioning      5- memorization  
6- habituation

- A a process in which an individual becomes familiar with a stimulus
- B a process in witch an individual gains knowledge
- C a process in which an individual makes an association between a stimulus and a response
- D behavior that is mainly for fun,but also aids for learning
- E related to mood or emotion
- F a form of learning in which an individual can recall something perfectly

Words	1	2	3	4	5	6
definitions						

**C- Fill in the blanks with the correct words or phrases from the word bank.**

- a-Assosiative learning      b- enculturation      c-cognitive  
d-psychomotor

- 1 Learning how to ride a bicycle is a form of ----- learning.
- 2 The process of -----teaches children the rules of society.
- 3 A(n) ----- prcoess is someting that takes a place in the mind,like thinking or reasoning.
- 4 Making a concious connection between two stimuli is an example of-----  
-----.

sentences	1	2	3	4
Answers				

## LESSON TWO : Theories of development

**Cognitive development** is the process in which someone learns to perform mental processes. Examples of these mental processes include logical reasoning, perception, etc.

Piaget's four stages of development As part of his theory of how thinking develops, called the 'theory of **cognitive** development', Jean Piaget suggested that we go through distinct stages of development. Each stage is fairly long and our thinking abilities do not change much during these stages. A change in thinking indicates when the next stage is reached. During the transition from one stage to another, features of both stages are sometimes there in a child, and sometimes not. During each stage there is consolidation of developing abilities in preparation for the next stage.

According to Piaget, there are four stages of cognitive development: (1) the sensorimotor stage, (2) the preoperational stage, (3) the concrete operations stage, and (4) the formal operations stage.

### **Sensorimotor stage (birth to 2 years)**

Infants use their senses and movements to get information about their world. At first they live in the present rather than understanding time and space around them. They learn by linking what they see, hear, touch, taste or smell to objects they are using, for example by grasping and sucking objects. They begin with reflex actions and then learn to control their movements. At around 6 months, they develop **object permanence**, which means they learn that objects exist even when they cannot see them. By the end of this stage, the child has a sense of themselves as existing separately from the world around them. An interesting part of this stage occurs from around 4 months old, when children repeat actions, such as dropping something deliberately that they first dropped by chance.

### **Pre-operational stage (2 to 7 years)**

The **preoperational stage** is associated with toddlerhood and the preschool age. During this stage the child forms concepts and communicates verbally though he has not yet grasped the concept of cause and effect.

The main feature of this stage is that children are egocentric. **Egocentrism** is a tendency to perceive oneself as existing at the center of the universe. Everything

revolves around the self. Children under 7 years tend to view the world only from their own perspective

### **Concrete operational stage (7 to 12 years)**

The child at this stage can think in terms of cause and effect. However, most of the thinking is “concrete,” meaning that cognitive processes at this stage deal well with what can be seen or otherwise experienced, not with abstractions. children are able to use logical schemas, but their understanding is limited to concrete objects or problems.

### **Formal operational stage (12+ years)**

The formal operations stage is characterized by the ability to think in abstract terms. There is control over thoughts themselves. Formal operational thought makes it possible to use both inductive and deductive logic. Young people can reflect, analyze, and rethink ideas and viewpoints. This kind of thought opens up avenues of mental flexibility not available to children.

According to Piaget, a person’s development through these four stages depends on both the maturation of his or her nervous system and on the kinds of experiences he or she has had. Everyone goes through the stages in the same order, but not necessarily at the same age.

Lev Vygotsky’s **Cultural-Historical theory** differed from Piaget’s theory. Instead of emphasizing the child’s age, Vygotsky’s theory focused on the child’s environment.

The Ecological Systems theory also focuses on how child’s environment affects development. According to this theory, there are four types of environments ; **microsystems, mesosystems, exosystems, and macrosystems.**

Microsystems include direct influences, and mesosystems are the relationships between them.

Ecosystems include indirect influences, and macrosystems include cultural influences.

Attachment theory focuses heavily on the relationship between children and parents, it emphasizes the role of a caregiver in developing healthy relationships.

## Questions :

### True or false?

Here are some sentences theories of development. Indicate whether you think each one is true or false.

- 1-Piaget believed there are five stages of cognitive development-----.
- 2-Children all over the world pass through the stages in the same order-----.
- 3-Object permanence develops in the formal operational stage-----.
- 4- Egocentric thinking is closely associated with the formal operational stage-----.
- 5- In the concrete operational stage, children can think logically about objects that are not present-----.
- 6- Mesosystem is made up of multiple microsystems-----.

### Match the words or phrases (1-7) with the definitions (A-G).

- 1- exosystem
- 2- mesosystem
- 3- preoperational stage
- 4- cognitive development
- 5- Cultural-Historical Theory
- 6- concrete operational stage
- 7- Ecological System Theory

A a theory that highlights society's effect on a child's development

B a theory in which four environments affect a child's development

C a collection of factors that indirectly affect a child's development

D the process in which a person learns how to perform mental tasks

E the relationships between a child's different microsystems

F the stage in which a child learns to communicate verbally

Words	1	2	3	4	5	6	7
definitions							

### Fill in the blanks with the correct words or phrases from the word bank.

- 1 Attachment theory    2 inductive    3 macrosystem    4 microsystem  
5 Piagetian stage    6 abstractions

(a) An infant-----is usually limited to just immediate family.

(b) The relationship between infants and parents is the main focus of -----

(c) The sensorimotor stage is the first ----- that a child goes through.

(d) Cultural attitude about gender and race are part of child-----.

(e) Cognitive processes associated with the concrete operations stage deal well with what can be seen or otherwise experienced, not with----- .

(f) Formal operational thought makes it possible to use both----- and deductive logic.

# LESSON THREE

## Approaches in Psychology

### Origins of Psychology

**Wundt and introspection:** Wilhelm Wundt opened the world's first psychology laboratory in 1879. He and his assistants used 'introspection' to try to investigate the nature of awareness and consciousness. This involved recording conscious thoughts by noting them down, then attempting to break these thoughts down into structures. Although quite basic by modern psychological standards, Wundt did use the scientific methods in his work- he gave participants the same procedure, same instructions, and tried to minimise the impact of extraneous variables. This helped move psychology away from philosophy (for example the works of Descartes and Locke) and towards the scientific method.

**Emergence of psychology as a science:** Early behaviourists such as John B. Watson began to criticise the method of introspection for being subjective, and varying too much from person to person. He suggested that it was impossible to test people's inward, private thoughts, and that psychology should focus on studying observable behaviour. Other behaviourists such as Skinner therefore used scientific, highly controlled techniques such as lab experiments, which was the dominant paradigm (accepted way of thinking) in psychology of much of the middle of the 20<sup>th</sup> century. Psychologists today still use aspects of the scientific method, and will use lab experiments for studying some aspects of behaviour. The cognitive approach became popular in the 1960s, and emphasised the legitimacy of attempting to uncover thought processes, which can be indirectly tested in experiments. The biological approach emerged in the 1980s, which can be studied through methods such as brain-scanning techniques and looking at the effect of drugs on behaviour. Some key dates in the development of psychology as a science are:

- 17<sup>th</sup>-19<sup>th</sup> centuries: psychology is seen as part of philosophy
- 1879: Wundt opens the first lab dedicated to psychological enquiry
- Early 1900s: Sigmund Freud proposes psychodynamic/psychoanalytic theory, emphasising the role of the unconscious mind
- Early 1900s: Watson and Skinner establish the behaviourist approach, emphasising the role of learning

- 1950s: Rogers and Maslow devise the humanistic approach, emphasising the ‘whole person; and their subjective experience, including the role of free will
- 1960s: the cognitive approach emerges, emphasising the role of thought processes
- 1960s: Bandura proposes social learning theory, emphasising the role of observation and imitation
- 1980s: the biological approach becomes popular, emphasising the role of the brain and physical processes
- End of the 20<sup>th</sup> century: cognitive neuroscience emerges, combining elements of the cognitive and biological approaches, emphasising the role of biological structures in determining thought processes

## Approaches

The idea of an ‘approach’ is that psychologists tend to have a general view of what causes behaviour. Some of them think that the way we behave is largely inherited, others believe it is largely learned through your life experience. For example – think about football.

What is it that makes someone interested in football or good at it? Did they inherit some kind of football gene from their parents or did they learn to love it perhaps because their family enjoyed kicking a ball around? Psychologists call this **nature** (what you are born with) or **nurture** (your life experiences).

### Behaviourist approach

As the name suggests **behaviourism** examines behaviour. It focuses on how we learn behaviour, as well as how we measure it. Behaviourism does not address **internal** factors, such as thoughts. To some, this is strange. How can psychologists ignore thoughts? There is a logical answer. As scientists, behaviourists seek measurable events for observations. However, no one can directly observe another’s thoughts. So the study of thoughts requires speculations. This was not scientific enough for early behaviorists. That’s why they turned their attentions to observable behaviours.

### How does it work ?

The central concept of this approach is the influence of experience on our behaviour, and how we *learn* behaviours. Basically we are born as ‘blank slates’ and what we become is shaped by experience (sometimes termed ‘the environment’).



There are two major types of behavioural conditioning. Basically we either learn through association (**classical conditioning**) This involves provoking a natural response to a **stimulus**. A famous example of this is the experiment with **Pavlov's dogs**. They learned the same respondent behaviour for receiving food and hearing a bell. or **reinforcement (operant conditioning)** Many traditional experiments involved **skinner boxes**. This was a form of animal experimentation . The boxes presented animals with shocks or rewards based on different behaviours. If you have cats you will know that they come running as soon as they hear a cupboard door being opened. They have learned to *associate* that noise with food.

You probably also know the usefulness of treats with animals – a small reward *reinforces* a behaviour and makes it more likely to happen in the future. These are examples of classical and operant conditioning.

Whatever characteristics we might be born with, these take second place to the crucial roles of our experience and the environment.

Because this approach is most closely associated with scientific psychology, it's no surprise that **behaviourists** are cheerleaders for the **experimental method** in psychology because it involves precise and objective measurement of behaviour in controlled conditions.

The approach also uses research with animals, because it sees no significant qualitative differences between human and animal behaviour.

PS: There is also **social learning theory**, an extension of the behaviourist approach that incorporates indirect learning.

### Questions :

A Give full answers to the following questions.

1 What are the basic principles of behaviourism ?

.....  
.....

2 What are the two main forms of the behavioural conditioning ?

.....  
.....

B Say whether the following statements are true or false.

1.....Behaviourists examine the effects of thoughts on behaviour.

2 .....Behaviourists try to avoid speculation.

3 .....Pavlov's dogs were a famous example of classical conditioning.

C Using the table below match the words or phrases (1-7) with their corresponding definitions (A-G).

1- internal

2- behaviourism

3- pavlov's dogs

4- observable

5- operant conditioning

6- classical conditioning

7- animal experimentation behaviour

A the process of testing ideas on subjects like mice or monkeys

B happening or existing inside of the mind or body

C a form of learning based on the outcome someone's actions

D a school of psychology that focuses on behavioural conditioning

E the subjects of a famous experiment involving conditioning

F a form of learning that involves learning that involves linking responses to stimuli

G the actions that people can study

1	2	3	4	5	6	7

## LESSON FOUR

## Approaches (cont)

### Psychodynamic approach

This is the approach that originated with Sigmund Freud, possibly the most well-known psychologist ever. He believed that the causes of behaviour lie within the **unconscious** mind, the part of the mind that is normally closed off to us but is extremely active. The iceberg metaphor has been used to represent this ‘invisible’ unconscious mind that has powerful effects (think Titanic). There is constant dynamic conflict between parts of the unconscious and the conscious mind. We can get a brief glimpse of this conflict when we dream, which is why Freud advocated the use of dream interpretation to help us understand what’s in the unconscious and why it affects us.

The approach also emphasises the importance of childhood experiences, which have a major impact on our personality development and our behaviour as adults.

Based on this perspective, the human mind, or **psyche** has three parts. The **id** is the fully unconscious part of the mind. Its primary purpose is to seek pleasure. The **superego** controls a person’s conscience. This drives people to attempt the right decisions. The superego is also mostly unconscious. The **ego** moderates the superego and id. It is based on reality and is mostly conscious.

There is usually **dissonance** between these divisions. Too much dissonance can lead to **maladaptation**, such as defense mechanisms. Freud’s goal was to resolve these conflicts. He used **psychoanalysis** to bring unconscious thoughts to conscious level.

### Questions :

**A** Answer the following questions according to the text

1 What are the roles of the id, the ego, and the superego ?

.....  
.....

2 What is the role of the unconscious mind in psychodynamic psychology ?

.....  
.....  
**B** Using the table below match the words or phrases (1-5) with their corresponding definitions (A-E).

- 1- id
- 2- ego
- 3- superego
- 4- conflict
- 5- maladaptation

A a behaviour that harms an individual

B part of the psyche that is based on fulfilling pleasures

C part of the psyche that that controls te conscience

D part of the psyche that is based on reality

E an argument or prolonged disagreement

1	2	3	4	5

**C** Read the sentence pairs. Choose witch word or phrase best fits each blank.

1 defense mechanism/psyche

A The human mind, or.....,has three divisions.

B A.....protects a person from disturbing thoughts.

2 psychodynamic psychology/ psychoanalysis

A .....is a kind of therapy that resolves conflicts in mind.

B Sigmund Freud was the first to propose the idea of.....

3 conscience/dissonance

A .....between the parts of psyche leads to emotional problems.

B ..... make people feel bad when they hurt others.

## LESSON FIVE

## Approaches (cont)

### Humanistic approach

The **humanistic approach** is firmly based on the concept of the self. This concerns issues to do with your self-concept (how you see yourself), and your **self-esteem** (how you feel about yourself).

The humanistic approach believe that people are naturally good and have **free will**. They argue that individuals can consciously decide to **actualize** their **potential**. According to the humanistic approach, a person chooses his or her responses to perceptions.

Patients seek humanistic therapy to help them overcome obstacles and **succeed** at something. According to humanistic psychology, the key to **self-actualization** is acceptance. Patients learn to embrace their **strengths**. They also learn to recognize their **limitations**. These might include a person's genetics, education, and general cultural environment. The therapist supports the patient's self acceptance with **unconditional positive regard**.

Humanistic psychology comes with inherent challenges. It is largely based on an individual's unique perception of **reality**. That makes comparative, objective study very difficult.

Humanistic psychologists believe the goal of psychology is not prediction or control but to understand the whole person.

### Questions :

A Answer the following questions according to the text

1 What is the goal of humanistic psychology ?

.....  
.....

2 What are some criticisms of humanistic psychology ?

.....  
.....

B Say whether the following statements are true or false.

1.....According to humanistic psychologists, genetics is a major cause of behaviour.

2 ..... Humanistic psychologists encourage patients to ignore their limitations.

3 ..... Humanistic psychologists is especially challenging to study objectively.

C Using the table below match the words or phrases (1-4) with their corresponding definitions (A-D).

- 1- free will
- 2- potential
- 3- comprehensive
- 4- self-actualization

A a person's ability to control his or her actions without influence

B the process of reaching a person's highest level of development

C an ability that is possible but not yet developed

D complete or including many events

1	2	3	4

C Read the sentence pairs. Choose which word or phrase best fits each blank.

1 actualize/succeed

A The man spent many years trying to.....his dream.

B The business needs more money if it is going to.....

2 strength/reality

A Each person sees the world through a unique perception of .....

B The patient's greatest..... was her ability to solve problems.

3 unconditional positive regard/limitations

A Even though he has physical.....,the man wants to compete in the race.

B Some psychologists demonstrate .....to make their patients feel more accepted.

## LESSON SIX

## Approaches (cont)

### Cognitive approach

The cognitive approach emerged in 1950's as a **response** to behaviourism. According to cognitivists, behaviourists **failed to** account for the mind's internal processes. Cognitivists believe that the way people **think** affects their actions. In general, cognitivism takes a **reductionist** approach to psychology.

This approach focuses on thinking – our feelings, beliefs, attitudes and expectations and the effects they have on our behaviour. It provides a **framework** for understanding the role of thought. It employs the 'computer metaphor' to explain how our minds work; like computers we process information.

The approach has been used to explain many things including mental disorders such as depression. According to the cognitive approach the depression lies in the way they are thinking rather than in reality.

Like behaviourist psychologists, cognitive psychologists use **lab experiments** as a key research method. But a big difference is that while behaviourists have no interest in what goes on inside the mind, cognitive psychologists are the opposite. The processes inside the mind are precisely what they are interested in and have an important link to the behaviours we observe.

Cognitive experiments tend to study individual mental processes. One popular subject for experimentation is **social interaction**. Another major area of cognitivism is animal psychology. Many cognitivists are interested in the mental processes of **primates**. One criticism of early cognitivist experimentation was its lack of naturalistic observation. Critics argued that this quality prevented sufficient scientific rigor.

Questions :

**A** Answer the following questions according to the text

1 What is the first focus of cognitivism ?

.....  
.....

2 How does cognitivism differ from behaviourism ?

.....  
.....



B Say whether the following statements are true or false.

- 1.....Cognitivist theories were the basic foundation of behaviourism.
- 2 ..... Cognitivists rarely study thought processes in animals.
- 3 .....Critics in cognitivism believe it should involve more naturalistic observation.

C Using the table below, match the words or phrases (1-7) with their corresponding definitions (A-G).

- 1- primate
- 2- framework
- 3- cognitivism
- 4- reductionist
- 5- scientific rigor
- 6- experimentation
- 7- social interaction

A the process in which people behave in response to each other

B related to understanding complex ideas through individual parts

C a type of mammal with hands and forward-facing eyes

D a school of psychology that focuses on the process of thinking

E a set of ideas that people use to think about specific subject

F the level of exactness required to perform valid scientific studies

G the process of testing ideas in a controlled environment

1	2	3	4	5	6	7

C Read the sentence pairs. Choose which word or phrase best fits each blank.

1 thinks/fails

A Many psychologists are interested in the way a person.....

B Behaviourism.....to explain how thought affects behaviour.

2 lack/response

A The scientific paper contained an alarming .....of evidence.

B The new scientific theory is a..... to many older theories.

## LESSON SEVEN

### Stress & Coping

#### What causes stress ?

Everyone has different **stressors**, but some are more common than others. Positive and negative **life events** often lead people to feel stress. These include major events like moving, getting married, and changing jobs.

#### The stress response

When a stressful event occurs, your body goes through three stages. The first stage is **alarm**. Your body fills with energy to fight the stressor. If the stressor still persists, the body moves on to **resistance**. The body still wants to fight, but it is losing energy. The final stage is **exhaustion**. This is an undesirable state of extreme tiredness.

#### How to deal with stress ?

Your response to stress relates to how you **perceive** it. An accurate **primary appraisal** is very important. It helps you understand the nature of the problem. This ensures a realistic **secondary appraisal**, or plan of action. Then, you can **cope** with the stress more effectively.

#### Comprehension :

1. What are some common causes of stress ?

.....

2. How does the body respond to stress ?

.....

**Read the text then complete the following table.**

Cause	Effect
A person experiences major life events	1.....
2.....	The body enters the resistance stage.
A person makes an accurate primary appraisal.	3.....

## Vocabulary

**Match the words or phrases(1-8) with their corresponding definitions (A-H).**

- |               |                      |
|---------------|----------------------|
| 1. stress     | 5. perceive          |
| 2. alarm      | 6. cope              |
| 3. resistance | 7. life event        |
| 4. exhaustion | 8. primary appraisal |

A.an important occurrence in a person's life

B.something that causes a person to feel stress

C.the first evaluation of a stressor, including how stressful it is

D.to see or notice something

E.a stage of stress response when energy levels are heightened

F. to manage a negative situation

G.a stage of stress response when energy level start to drop

H.a stage of stress response when the body is extremely tired

1	2	3	4	5	6	7	8

**Fill in the blanks with correct words or phrases.**

**stress**      **primary appraisal**      **deal with**      stress response

1. The ..... is an assessment of what someone can do about stressful event.

2. When something stressful occurs,the body immediately starts the.....

3. The psychologist helps people .....stressors more effectively.

4.....is the feeling of nervousness or anxiousness.