University od Djilali Bounama Khemis Miliana

Level :3rd Year Councelling & guidance

Subject :English **Prof :D.Mezaini**

LESSON ONE :

Dweck's mindset theory and the effects on learning and development

Your intelligence and other characteristics – where do they come from? Can they change?

People vary in the degree to which they attribute the causes of intelligence and other traits.

Your **mindset** can be defined as either **fixed** or **growth**. A growth mindset is generally seen as more advantageous.

People can have different mindsets towards different aspects of their lives, e.g., a fixed mindset towards their **ability** to do science, but a growth mindset towards their ability to play football.

For individuals with a fixed mindset, receiving feedback is negative – it reveals their limitations. They do not use feedback to learn, since they do not believe that their success depends on their **effort** to learn. Effort is seen as fruitless – if they do not 'get it', then it suggests that they lack the intelligence.

Rather, they believe that success depends on the level of innate ability that they have. Therefore, they dread failure,because it suggests constraints or limits that they will not be able to overcome. These students have a high desire to prove themselves to others – to be seen as smart and avoid looking unintelligent.

Individuals with a growth mindset believe that effort is seen as worthwhile – a path to mastery. Getting things wrong and receiving feedback is positive – it guides further improvement. They are not terrified of failure, because it only signals the need to pay attention, invest effort and practise what is required. They are confident that after such effort they will be able to learn the skill or knowledge, and then to improve their performance.

Mindset refers to a view that we hold regarding the nature of intelligent behaviour.

Fixed mindset is a belief that qualities are 'set in stone' – how God made you is basically who you are and these are fixed – not something that can be practised or developed.

Growth mindset is a belief that effort or training can change one's qualities and traits, and success is attributed to learning.

Ability refers to what you can do and are capable of.

Effort refers to your attempt to do something.

Students with a growth mindset see satisfaction coming from the process of learning and often see opportunities to get better.
Fixed mindset teachers see those that are struggling as not being bright or talented in the subject. Growth mindset teachers see struggling students as a challenge – in need of guidance and feedback on how to improve.
If parents or teachers constantly seem to attribute success to inborn abilities, children will come to develop a fixed mindset ('Hassan failed the biology test because he not very able in that subject'). However, if parents or teachers attribute success to effort and practise, children will be more likely to develop a growth mindset ('Hassan failed the biology test because he did not do his homework, but he will pass the next one because I will make sure he puts in the time and practises').
Dweck believes that the particular mindset a person has is not necessarily permanent. Mindsets can be changed in either direction.
Just by knowing about the two mindsets, people can start thinking and reacting in new, growth-orientated ways. Students benefit from being taught about the brain. Knowledge of how the brain makes new neural connections in response to learning provides them with a model of why effort and mastery-related practices lead to achievement.

FURTHER READINGS :

B Reading Strategy

Using the KWL Method

KWL is **a reading method** that helps you get the most out of a new text. This method activates prior knowledge about a topic, while guiding you through reading and understanding a text. The letters stand for:

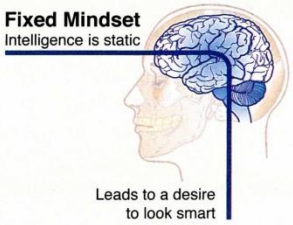
KNOW Before you read, think about what you **know** about the topic.
WANT Before you read, think about what you **want** to learn.
LEARN After you read, think about what you have **learned**.

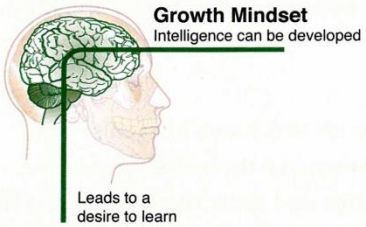
Apply the KWL method to the text. With a partner, answer the questions.

1. Read the title. What do you know about learning and motivation? What do you know about intelligence?
2. What do you want to learn from this reading?

Now read the text. Afterward, tell a partner what you learned.

TRANSFORMING STUDENTS' MOTIVATION TO LEARN





1 Psychology professor Carol Dweck says this is an exciting time for our brains because these days there is an increasing amount of research into intelligence. Her own studies on the way our brains work have important **implications** for students' attitudes toward education.

2 According to Dweck, what students believe about their brains affects their motivation, and this, in turn, influences their academic **achievement**. Some students think that intelligence is something that's fixed and permanent. Others, however, see it as something that can grow and change. These different beliefs create different attitudes. On the one hand, you might be afraid of challenges and **devastated** by **setbacks**, while on the other, you relish[1] challenges and are resilient[2] in the face of setbacks.

3 If people believe that intelligence is fixed, they think that they possess only a certain amount of it. Dweck calls this belief a *fixed mindset*. She has shown that a fixed mindset makes challenges **threatening** for people because they believe that their fixed ability may not be up to[3] the

(continued on next page)

[1] ***relish:*** greatly enjoy
[2] ***resilient:*** able to recover from problems
[3] ***be up to:*** be capable of dealing with

task they are trying to accomplish. Furthermore, it makes errors and failures **demoralizing**, because people with this mindset believe that the mistakes they make indicate a low level of intelligence.

4 There is another, more positive attitude, which is to regard intelligence as something that can be **cultivated** through effort and education. Dweck calls this a *growth mindset*. Naturally, everyone has different abilities, and not everyone can be as smart as Einstein, but everyone can improve their abilities. And, as Dweck points out, Einstein didn't become Einstein until he put in years of focused hard work. As a result, confronting challenges, profiting from mistakes, and **persevering** in the face of setbacks help people to become smarter.

5 Dweck's work shows that if students believe that their intelligence can improve, they begin to love learning. A growth mindset makes students believe in the power of hard work. We all face setbacks in our lives, but it is preferable to react to them in a **constructive**, **determined** way.

COMPREHENSION

A Main Ideas

Complete the sentences with a phrase from the box. Share your answers with a partner.

1. Carol Dweck __e__.
2. Students with a *fixed mindset* ____.
3. Students who believe that everyone can become more intelligent ____.
4. Albert Einstein ____.
5. If students believe that they can develop their intelligence, they ____.

a. learn to love learning
b. have a *growth mindset*
c. put in many years of hard work to achieve his goals
d. do not believe that they can improve their intelligence
e. says that our brains can change and grow throughout our lifetime

LESSON TWO

Cognition and Development

Piaget's theory of cognitive development

Piaget's theory of **cognitive development** changed our understanding of how thinking develops in a child. Before Piaget, people believed that the difference in thinking between children and adults was that adults knew more – as you get older, you simply learn more information. In the first part of the 20th century Piaget (1926, 1954) proposed something radically different. He claimed that adults don't just know more – they think in quite a different way.

Piaget believed that cognitive development was a result of two influences: *maturation* and the environment. Maturation refers to the effects of the biological process of ageing. As children get older, certain mental operations become possible.At the same time, through interactions with the *environment*, their understanding of the world becomes more complex.

MECHANISMS OF COGNITIVE DEVELOPMENT

Schemas

Schemas are mental structures that represent a group of related concepts, such as your schema for a dog (fur, four legs, wet nose). Schemas can be *behavioural* (such as grasping an object) or *cognitive* (such as classifying objects). Rather like individual computer programs, schemas are 'programs' that people construct for dealing with the world.

When a child is born it already has a few schemas. An example of such a schema is the grasping reflex. Another example is a mental representation of a human face. It seems that, from birth, infants can distinguish a human face from all the other objects they see.

From birth onwards the infant's schemas develop as a result of interactions with the environment. New experiences lead to new schemas being developed. For example,the infant learns separate schemas for the different faces of people he/she knows, and learns to distinguish between dogs and cats.

Assimilation and accommodation

What is the exact process by which schemas become more complex? Piaget proposed two ways this might happen: **assimilation** and **accommodation**. Assimilation A child initially tries to understand any new information in terms of their existing knowledge about the world. For example, a baby who is given a new toy car to play with may grasp or suck that toy in the same way that they

grasped or sucked a rattle.

Assimilation occurs when an existing schema (such as sucking) is used on a new object (such as a toy car). Assimilation, therefore, involves the incorporation of new information into an existing schema.

Accommodation

Accommodation occurs when a child adapts existing schema in order to understand new information that doesn't appear to fit. Learning to drive a manual car involves developing a convenient schema for working the three pedals. What would happen if you drove an automatic car (no clutch pedal)? Assimilation into your existing schema would not work, so accommodation must (quickly!) occur.

Assimilation is the process of fitting new information and experiences into existing schemas, while accommodation is the process of changing the existing schemas when new information cannot be assimilated. For example, a child may have the schema 'four legs and fur = dog'. Every new instance of a creature with the same characteristics is assimilated into this schema. However, one day someone uses the word 'cat' for an animal with four legs and fur and this challenges the current schema. The child recognises that this animal has four legs and fur and its tail doesn't wag, which doesn't fit the dog schema. This new information cannot be assimilated into the existing schema; instead the child's schemas must alter to accommodate the new information – a new schema is formed. Remember, a schema is a packet of information about a thing or action.

Equilibration

The driving force beyond these changes or 'adaptation' is the principle of equilibrium.The intellect strives to maintain a sense of balance, i.e. equilibrium. If an experience cannot be assimilated into existing schemas, then there is a state of imbalance which is experienced as an unpleasant state and the individual seeks to restore balance through a process called **equilibration**. Cognitive development is the result of adaptation between the individual's existing schemas and environmental 'demands' for change,such as new experiences which don't fit existing schemas.

Lifespan learning

The processes outlined above take place throughout life as our experiences (the 'environment') present us with knowledge. Such knowledge can either be assimilated or we must accommodate by creating new schemas. However, there are some limitations on what can be learned at different ages. A

young child cannot always accommodate new experiences to new schemas because his or her mind is simply not mature enough.

Questions :

1. Explain what is meant by the term *schema*. Refer to Piaget's theory of cognitive development in your answer.

…….....
.....
.....
.....

2. Piaget used the terms **assimilation** and **accommodation** to explain cognitive development.Distinguish between assimilation and accommodation.

…….....
.....
.....

LESSON THREE :

STAGES OF COGNITIVE DEVELOPMENT

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.

Stage 1: Sensorimotor stage (0–2 years)

The task for the infant is first to learn to co-ordinate sensory input (i.e. what they see and feel) with motor actions (i.e. their hand movements and sensations). Piaget used the term 'circular reactions' to describe how an infant repeats actions over and over again to test sensorimotor relationships. The key development of this stage is **object permanence** – very young infants lose interest in an object when it is hidden behind a pillow because they assume it has ceased to exist. Around eight months they realise that objects that are out of sight still exist.

Stage 2: Pre-operational stage (2–7 years)

Piaget used the term 'operations' to describe internally consistent logical mental rules,such as the rules of arithmetic. At the pre-operational stage children have a kind of logic, but it can't be used as a basis for understanding how the world really works. For example, a very young child believes most things are alive (the table, the moon, etc.).

This lack of logic-based reasoning means that children rely on what they see – they rely on appearance rather than reality. Piaget demonstrated this in his **conservation** tasks. A pre-operational child fails to see the logic that volume cannot change, i.e. they fail to be able to 'conserve' volume.

Children at this stage are **egocentric** in their thinking. They only see the world from their position and are not aware of other perspectives.

A final important quality of thinking in this stage relates to **class inclusion**. Young children can classify objects into categories such as type of animal but they have difficulty with the following kind of categorisation task: when categories include smaller sub-groups which are all part of the bigger category. For example, the category 'animal'includes all cats and dogs, and the category 'dogs' includes spaniels, Doberman, etc.

Dobermanns and dogs are included in the category animal – a logical line of reasoning that young children haven't got. The task that Piaget used was to show children four toy cows, three black and one white, and ask: 'Are there more black cows or more cows?'Pre-operational children couldn't answer this

correctly and said more black cows.

Stage 3: Concrete operational stage (7–11 years)

At this stage children acquire the rudiments of logical reasoning. Piaget believed that conservation was the single most important achievement of the concrete operational stage because it provides evidence of the child's command of logical operations.

What children are lacking is the ability to think in the abstract.

Stage 4: Formal operational stage (11+ years)

Children can now solve abstract problems. They can solve problems using hypotheticodeductive reasoning, thinking like a scientist – for example, developing hypotheses and testing them to determine causal relationships. Children also display idealistic thinking – they are no longer tied to how things are but are able to imagine how things might be if certain changes are made (e.g. thinking about an ideal world).

QUESTIONS

1-Which one of the following statements describes what Piaget meant by 'object permanence'? Circle your chosen answer.

A. Understanding that something exists even when it's not physically present.
B. Understanding that something has the same properties even when it appears to change form.
C. Understanding that something in a sub-group must also belong to the larger grouping.
D. Understanding what other people can see when they look at something.

2-Read the item below and answer the questions that follow.

Ahmed is not able to describe what his fellow pupils can see from another side of the classroom. **Malik** knows to look for his toy car when it ends up rolling under the chair. **Sadik** understands that her sister has the same amount of milk as her even though it is in a taller glass.

A- Name the child who demonstrates conservation……
B- Name the child who demonstrates object parmanence……
C- Name the child who demonstrates egocentrism…….
D- Name **one** of Piaget's stages of intellectual development…….

LESSON FOUR :

Vygotsky's theory of cognitive deveoplment

V Vygotsky's theory of cognitive development proposes that cognitive abilities such as learning and problem solving are developed through social interaction with others during childhood. According to Vygotsky, culture and environment play a large role in cognitive development. He believed social interactions with others help a child to learn and develop. Vygotsky's theory is made up of several components which explain cognitive development. These components are the zone of proximal development, inner speech, and scaffolding. Let's explore them.

The zone of proximal development in Vygotsky's theory of cognitive development

According to Vygotsky, children should always be taught in the zone of proximal development.

Zone of proximal development: it's when a child is able to solve some problems by themselves but might need extra guidance from a responsible person who can solve the problem.

The person helping the child to learn initially takes responsibility in helping them do so, but gradually shifts this responsibility over to the child. Once a child masters a task, the responsible adult can figure out the next zone of proximal development to continue to help the child learning.

If a child can't master a task even with assistance from an adult, then the task is not yet within the child's zone of proximal development, and the level of learning difficulty should be reduced. Not helping a child to learn, or helping too much can interfere with cognitive development.

A child being shown how to ride a bike without stabilisers with guidance from a responsible adult. The child may already have the developmental abilities to be able to ride a bike without stabilisers. However, to learn this skill they require social interaction and guidance.

Inner speech in Vygotsky's theory of cognitive development

Inner speech develops as beliefs and concepts are processed internally. According to the theory, children acquire knowledge from their environment, which teaches them how to think. Children are thought to develop inner speech and use this to help them to solve problems. Vygotsky also referred to this as **internalisation.** It is an important force in cognitive development. For those who have developed their inner speech, this is used on a regular daily basis to help solve problems, reason, and more. A young child may speak their thoughts out loud but as they grow they are able to internalise their thoughts.

Scaffolding in Vygotsky's theory of cognitive development

Scaffolding was not a term originally proposed by Vygotksy, but by other theorists who expanded on his work. Scaffolding is the activities provided by the adult or teacher to help a child master a task in the zone of proximal development. As a person builds knowledge, internalises it, and confidence increases, the level of external support is gradually reduced.

Driving independently after passing your driving test and gradually no longer needing the presence of a driving instructor or another person to support you whilst driving.

Evaluation of Vygotsky's theory of cognitive development

Let's study some of the weaknesses and strengths of Vygotsky's theory.

Advantages

- The theory has demonstrated the importance of social interaction in learning. This has had many practical implications on teaching. For example, schools put a focus on environmental factors such as peer relationships, group work, teacher attitudes, and classroom atmosphere.
- Many psychologists in developmental psychology support Vygotsky's theory and have applied it to their work. For example, A. Brown's Community of learner's model (2018) demonstrates the importance of children and adults working together, involving adults facilitating learning through the **scaffolding** technique and children learning from each other.
- The theory encourages parents, education systems, and children to reach their full potential. The theory can lead to increased levels of knowledge, development of cognition, thoughts, and behaviours.

Applying the theory to a child's development may allow for the child to develop stronger friendships in childhood, building confidence, positive mental health, self-esteem, teamwork, and can lead to positive relationships in adult life.

Disadvantages

- The theory doesn't consider specific children developmental characteristics at different ages, but focuses more on the overall process of development during childhood. By contrast, Piaget strongly emphasises the different stages of development.
- The theory does not expand upon the cognitive processes that occur during development.
- Children learn and explore a lot on their own without assistance from others. Vygotsky may have overemphasised the social factors in his theory.
- There may be limits on practicality on putting the theory into practise, particularly for teachers who are unable to facilitate friendships and group work in school due to behavioural issues from disruptive children. There may also be limits in school capacity, such as time, staff, and funding.
- Concepts such as inner speech are difficult to measure.

Vygotsky Theory of Cognitive Development - Key takeaways

- Vygotsky's theory of cognitive development proposes that learning and cognitive abilities are developed through social interaction with others during childhood.
- The theory is made up of three key components: zone of proximal development, inner speech, and scaffolding.
- The theory has several advantages and implications in society, as it could influence education, schools, and parenting.
- The disadvantages of the theory are that it doesn't describe specific stages of development as Piaget did, in some situations it may be difficult to put it into practice, and it is difficult to measure concepts such as inner speech.

Vygotsky´s theory of cognitive development

Vygotsky's theory proposed that cognitive development progresses and is influenced through social and cultural factors.

Piaget believed that cognitive development was self-taught while Vygotsky believed others like a teacher helped in development. Piaget's theory had stages while Vygotsky's had no stages but key factors.

Children learn and explore a lot on their own without assistance from others. Vygotsky may have overemphasised the social factors in his theory.

QUESTIONS :

Choose the correct answer

1-The zone of proximal development is :

A -the gap between the child's potential and the child's tasks that they can't do with or without help

B-the gap between the child's current abilities and the tasks they can't yet do with our without help

C-the gap between a child's current abilities and the tasks they can do alone

D-the gap between what the child can do with help and the potential level

2- One difference between Piaget and vygotsky is :

A-Piaget stated that kids learn through instructions and guidance

B-Vygotsky said that cognitive development is driven by assimilation and accommodation

C-Vygtosky's practical application is peer tutoring whereas page's practical application is flip learning

D-Piaget acknowledges culture differences whereas vygotsky did not.

3-One similarity of Piaget and Vygotsky is :

A-both acknowledge that cognitive abilities develop in a sequence

B-both acknowledge individual differences

C-both acknowledge culture differences

D-both acknowledge nature vs nurture

4- Scaffolding is :

A-simple forms of learning that results in spontaneous learning

B-a form of learning that occurs in school

C-a form of learning that occurs between people

D-temporary support to help a child complete a task

LESSON SUMMARY

PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

MECHANISMS OF COGNITIVE DEVELOPMENT

DESCRIPTION

• Maturation of the brain enables qualitatively different thinking, interactions with the environment create the stimulus for learning.
• Schema – mental structures represent group of related concepts, some innate (e.g. face schema) but mainly learned.
• Assimilation – incorporation of new information into existing schema.
• Accommodation – new schema developed by adapting existing schema.
• Equilibration – a sense of balance; imbalance created by experiences that don't fit existing schema.
• Lifespan learning – we continue to learn by accommodation and assimilation throughout life.

STAGES OF COGNITIVE DEVELOPMENT

DESCRIPTION

• Stage 1: Sensorimotor (0–2 years) – co-ordination of sensations with muscle movements through circular reactions.
– Object permanence develops around 8 months, understanding that objects continue to exist when can't be seen.
• Stage 2: Pre-operational stage (2–7 years) – lack internally consistent mental rules.
– Conservation not understood – volume/number/mass cannot change despite the appearance that it has, tested with beakers, row of counters, balls of plasticine.
– Egocentric – can only see the world from their perspective, tested with three mountains task.

– Class inclusion not understood – sub-groups which are part of a bigger category.
• Stage 3: Concrete operational stage (7–11 years) – logical thinking, e.g. conservation.
• Stage 4: Formal operational stage (11+ years) – hypothetico-deductive reasoning, thinking like a scientist.

VYGOTSKY'S THEORY OF COGNITIVE DEVELOMENT

DESCRIPTION
• Cultural influences are the key driving force in cognitive development.
• Elementary mental functions (e.g. perception, memory) are innate; transformed
into higher mental functions (exclusive to humans) through social interactions.
• Role of others – learning occurs through problem-solving experiences shared with experts (parent, teacher, older child).
• Role of language – using semiotics (signs and symbols developed within a particular culture), experts pass on knowledge.
• Social and individual level – child converts social relations into individual higher mental functions through semiotic mediation.
• Zone of proximal development (ZPD) – learning takes place in the zone just beyond what can currently be done.
• Scaffolding – assisting learner through ZPD with temporary support, contingent relations are important for success.

LESSON FIVE :

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 basis by modern psychological standards, Wundt did us 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 20th century. Psychologists today still use aspect 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 though 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:

- 17th-19th 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 20th 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 do 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

responseto a **stimulis.** 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 likemice 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 SIX 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 based on reality and is mostly conscious.

Thre is usually **dissonance** between these devisions. 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.

1defense 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 peaple feel bad when they hurt others.

LESSON SEVEN 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 goodand 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-actulization** 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 individula'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 witch word or phrase best fits each blank.

1actualize/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 EIGHT : 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, conitivism 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** to 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 cogntivism is animal psychology . Many cognitivist 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 rarelu 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 yndividual 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 witch word or phrase best fits each blank.

1thinks/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 NINE :

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 loosing 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 arealistic **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
2. alarm
3. resistance
4. exhaustion
5. perceive
6. cope
7. life event
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 hightened

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.