

# It Is A Place For Psychology In Teaching?

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**Abstract.** Many students dread the written work. The question is why. Sees punishment as a bad mark from the written work, or do not see this moment and immediately realize a ban punishment from parents? What is the punishment for them - the need for learning, or learning itself? Teachers can work with these reactions, if you inform them well. These reactions also determine the actual student - what type of school is ready and what are his thoughts.

**Keywords:** conditioned responses, individual access, education

## 1. Introduction

Classical conditioning in humans occurs, if at any subject immediately present its results. As an example we can bring the reaction to fire. When we see a fire, then just imagine that we burn for him. And visions of burning is sometimes inappropriate conditioned responses. This train of thought did not even realize.

The question is how this phenomenon manifests itself in education.

## 2. Classical Conditioning

### 2.1. Example Conditioning – Paper

Perhaps the simplest example of classical conditioning is the reaction of students when looking for a teacher who walked into class and carries them to paper (or notebooks) on the paperwork. At that moment, at least 90 percent of students (if not all) will clear example of conditioning, when the papers immediately connects with the written work. This conditioning takes a few hundredths of a second and is now lecturer on how to use response.

Basic reactions of students can be:

- Immediate protest against the expected written work without waiting for comment from the teacher or command,
- Theoretical repeat previously taught topics,
- Seeking to "friendly" dialogue with the teacher,
- Appeasement behavior class, the pursuit of "good behavior" in the eyes of the teacher to avoid the paperwork.

All these reactions are a clear example of the animal - human behavior.

- attack
- defense
- escape
- diplomacy

Animal reaction	Human reaction
attack	immediate protest against the expected written work without waiting for comment from the teacher or the command
defense	study theory before repeating subject matter
escape	the pursuit of "friendly" dialogue with the teacher
diplomacy	appeasement behavior class, the pursuit of "good behavior" in the eyes of the teacher to avoid the paperwork

## 2.2. The First Conditional Response

Assuming the above fact that the student is looking to immediately recall papers written work, then she's written work first conditioned reactions. At this point, the teacher used the reaction:

- Getting the attention of the class - educational effect
- Getting the attention of intellectual class - repetition of the substance

The intellectual class attention

This attention is very important. If we had an hour to discuss the objective introduction to the complicated physics, then this reaction is achieved thanks to the perfect readiness of all students, since in the early hours on such "brain" activities that are able to receive even more complicated theory.

Since this activity disappears very quickly, you must have prepared this strategy in detail, otherwise not achieve such objectives, what we expect.

## 2.3. The Area Of Individual Intellect

The formation of man is involved in many internal and external factors. However, on each of them, when their "self creation" took advantage of those factors it deems appropriate. Through this process of creating your own personality, can we talk about each person as unique individuals, as no two people who have decided to quite the same selection of "self-forming" factors.

Areas of intellect, be it an individual called a set of basic skills of the individual on whose basis can lead to self-creation. Among these skills, we could include:

- The ability to determine the difference between the basic (animal) instincts and sophisticated negotiation
- The ability to be aware of their actions
- The ability to vision

It is this area in perfect conditions determine which school (high school) the student is located.

It is no question that conscious written work (subject) to most students immediately recall failure (2nd conditional) reactions respectively a bad grade. Beaters suspect their shortcomings and are sure sign of worse and unprepared students are aware of their shortcomings as well, albeit from a different perspective.

Whatever happens, any variation in the finals most of the class expects a bad grade.

The second conditioned response that is close enough to students that have accepted as fact, immediately becomes the subject. Nobody has no signs of fear from bad school sign, but of the impact that this will be a sign for him. And at this very moment an individual enters area of the intellect, while the student sees punishment as a sign, it is necessary to determine which path leads to the punishment and what punishment the student understanding occurs.

## 2.4. Third Conditional Response

The third reaction is conditional sentence. The punishment, which is inevitable. The punishment, which is closely tied to the written work, respectively. with papers for written work. However, it is necessary to

understand the meaning of a sentence in which pupils understand it themselves. Some, he introduces the notion of punishment ban parents who are bad at finding signs immediately accede to the tightening mode, which is already in itself a punishment - it tightening. Or, will the student's "self reflection" and he himself imposes a penalty in the form of a greater amount of time spent on books.

And this perception of punishment is the result of the individual intellect, that certain abilities that are given to man by birth and by whom is to evaluate the subject, which is one (student) is issued.

### 3. Conclusion

It is clear that the teacher is not important, neither of conditioned responses. For a good teacher, it is necessary to develop the teaching area of the individual intellect, or awareness of the path that leads to the goal. If this path leads through your own situation awareness, awareness of the need for studies to deepen knowledge and not for the prospect of punishment, then teacher has fulfilled its task.

The question is how the teacher can develop the theory of physics and try to practice it in the real lesson. The answer is very simple, one-and - creativity. If the teacher working with interesting tasks, with tasks of practice, unusual tasks, then the student will be returning to study rather than if it had to wait a mere study of classical literature. It is therefore necessary that, especially school teachers, because in high school, it is necessary to develop interest in science the most, working with original tasks, with tasks that will keep the current social-ethical point of view.

If a student discovers that he is studying for a benefit, then after a bad sign of bowing to the study, not directly with love, but with the feeling that it will enrich the study of something, and that he finds interesting.

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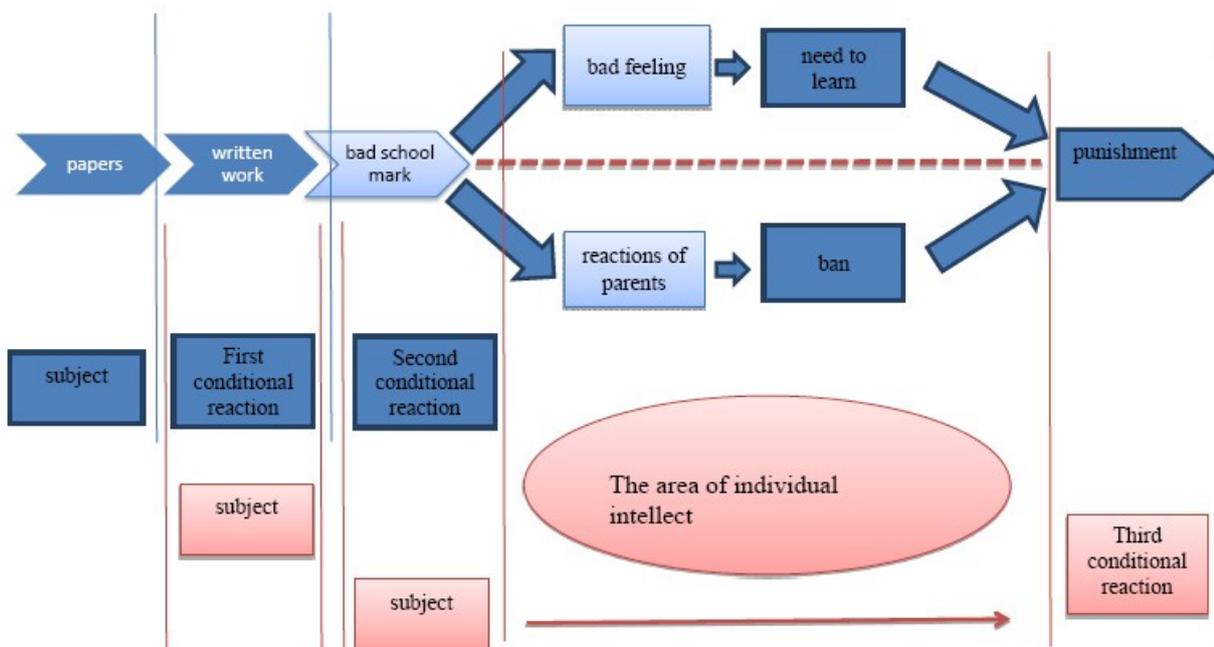


Figure 1 – The area of individual intellect

<sup>1</sup> It is assumed that students of the rules assume a bad grade on written work.

<sup>2</sup> The area of an individual author's intellect

<sup>3</sup> Two line graph in the individual intellect signifies two representatives of students - the average grammar school pupil, the average college stud