

Educational Psychology: Perspective from Various Aspects

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Introduction

Educational Psychology

The study of how individuals learn, including teaching methods, instructional processes, and individual differences in learning, is referred to as educational psychology. The idea is to figure out how people pick up new information and retain it.

This discipline of psychology encompasses not just the early childhood and adolescent learning processes, but also the social, emotional, and cognitive processes that are involved in learning throughout one's life.

Educational psychology encompasses a variety of fields such as developmental psychology, behavioral psychology, and cognitive psychology.

Perspectives on Educational Psychology from a Various Aspects

When it comes to solving a problem, educational psychology researchers, like those in other fields of psychology, utilize a variety of approaches. These viewpoints concentrate on certain variables that influence how a person learns, such as learned behaviors, cognition, and experiences.

The Behavioral Perspective

All behaviors, according to this viewpoint, are taught through conditioning. This school of thought relies heavily on the ideas of operant conditioning to explain how people learn.

Teachers might, for example, reward pupils' learning by giving them tokens that can be swapped for desirable objects like candy or toys. Students will learn if they are rewarded for "good" behavior and penalized for "poor" behavior, according to the behavioral perspective.

While behavioral approaches might be beneficial in some situations, they have been criticized for neglecting to account for factors such as attitudes, emotions, and intrinsic drive to learn.

The Developmental Perspective

This focuses on how children acquire new skills and knowledge as they develop. Jean Piaget's famous stages of cognitive development are one example of an important developmental theory looking at how children grow intellectually.

Educational psychologists can better grasp what children are capable of at each step of their development by knowing how children think at different stages of development. This can aid instructors in developing educational strategies and resources that are best suited to specific age groups.

The Cognitive Perspective

The cognitive approach has grown in popularity in recent decades, owing to its ability to account for how memories, beliefs, emotions, and motivations influence the learning process. This hypothesis backs up the assumption that people learn because of their own motivation rather than extrinsic rewards.

Understanding how people think, learn, remember, and process information is the goal of cognitive psychology.

Cognitive educational psychologists are interested in studying how children get motivated to learn, how they remember what they learn, and how they solve problems, among other things.

The Constructivist Approach

Constructivism is a relatively new learning theory that focuses on how we actively construct our knowledge of the world. It tends to account more for the social and cultural forces that influence how we learn.

The constructivist school of thought holds that what a person already knows has the greatest impact on how they learn new knowledge. This means that new knowledge can only be contributed to and comprehended in terms of what has already been learned.

The work of psychologist Lev Vygotsky, who established concepts like the zone of proximal development and instructional scaffolding, has had a significant influence on this viewpoint.

The Experiential Perspective

This viewpoint emphasizes the importance of a person's own life experiences in determining how they comprehend new information. In the same way that constructivist and cognitive perspectives consider the learner's experiences, thoughts, and feelings, this method does as well.

Instead of feeling as though the knowledge doesn't pertain to them, this strategy allows someone to find personal significance in what they learn.

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