IMPORTANCE OF PRINCIPLES OF
EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM

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ABSTRACT

The ideas that are derived from educational psychology have a significant impact on the establishment of effective environments for teaching and learning. The purpose of this essay is to investigate the applicability of these concepts in the classroom and to emphasize the ways in which they influence the social interaction, motivation, and cognitive development of students. By having a comprehensive understanding of concepts such as learning theories, developmental phases, and individual variances, teachers are able to alter their teaching methods to meet the requirements of a diverse variety of pupils using these methods. A supportive environment that boosts student involvement and academic success is created through the use of psychological concepts, which also contribute to the cultivation of such an environment. In conclusion, the use of educational psychology not only improves instructional strategies but also contributes to the whole development of students and prepares them to face challenges in their personal life as well as in their academic endeavors.

KEYWORDS*: Educational Psychology, Teaching, Learning, Classroom.*

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Introduction

Educational psychology is a notable subfield of psychology that focuses on the growth and development of children and adolescents. This study investigates the factors that have an impact on the growth and development of individuals. It makes it easier for teachers to schedule classes and assess the progress of their pupils by assisting them in comprehending what it is that students need to accomplish.

Psychological research is the study of souls. This particular word is formed from the Greek words psyche, which means soul, and logia, which means science of study. The combination of these two words results in the word psychÓ. The term "Science of Behavior" was coined by J.B. Watson to describe psychology, and according to McDougal, psychology is a scientific discipline that seeks to comprehend and exert control over the behavior of an organism as a whole. Therefore, psychology is the scientific study of an individual's behavior and mental processes. The authors Boyack, Klavans, and Borner (2005) assert that psychology is referred to as a "Hub Science" because to the close connections that it shares with the social sciences, the sciences of medicine, and the fields of education.

The act or process of gaining a wide range of knowledge, honing one's cognitive capacities and decision-making skills, and generally preparing oneself or others for intellectual maturity is what we mean when we talk about education.

The applied subfield of psychology that brings together the fields of psychology and education is an area of study known as educational psychology. The field of study known as psychology is a scientific discipline that investigates the cognitive and behavioral aspects of human learning process. The production of teaching-learning scenarios, educational strategies, outcomes, and discoveries are all examples of how its laws, concepts, and procedures are put into practice.

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The scientific field of educational psychology makes use of psychological concepts and tools in order to gain an understanding of the ways in which students, teachers, learning tasks, learning environments, and educational settings interact with one another to affect or effect the behaviors of students in classroom settings.

The Origins and Growth of Educational Psychology

As stated by Wright and Buchanan (2019), the field of educational psychology was initially introduced in the latter half of the 19th century and the early 20th century (Charles 1987). A larger movement of "progressive" educational ideals and social reforming methods, particularly in continental Europe, Great Britain, and North America, had an impact on its growth (Charles 1987). This movement was particularly influential in the United States. Another factor that had a role in its development was the widespread trend toward specialization and the "scientification" of knowledge (Klein 1990). Additionally, despite its beginnings as a subfield of philosophy, psychology had evolved into its own distinct academic area by the time Waldridge (2006) published his book. Pre-nineteenth-century antecedents are acknowledged to have contributed to the development of psychology as a field, and educational psychology in particular (Charles 1976; Evans 1969). These antecedents include ancient Greek philosophers such as Aristotle, as well as Renaissance and Enlightenment thinkers such as Bacon, Rousseau, and Descartes.

It is believed that historical sources from the late nineteenth century, during a time when psychology was beginning to differentiate itself from physiology and philosophy, were responsible for the establishment of educational psychology as a distinct field of study (Charles 1987; Hilgard 1996). Educational psychology is the product of a historical process that involved the combination of psychology and education, which eventually led to the development of educational psychology as a distinct field of study. At the close of the nineteenth century, educational psychology had differentiated itself into its own academic field.

In the course of the history of education, numerous teachers have modified their lessons in accordance with the psychological conditions of the students they are teaching. For example, the Greek educator Socrates is credited with developing the concept of educational psychology known as "I am not to give people knowledge, but to make knowledge produce its own midwife." On the other hand, the Chinese educator Confucius proposed the teaching technique of "no anger, no revelation, and no explanation."

In his book titled "General Education" (1806), Herbart makes the claim that he was the first academic to formally propose psychology as the theoretical foundation for education. The Outline of Education, which he produced in 1835, included a number of concepts that were derived from the field of educational psychology. In the process of the creation of educational psychology, his efforts to merge psychology and education have proven to be of great assistance. One of the many educators and psychologists whose work contributed to the development of the field of educational psychology in the years that followed, Thorndike was one of those individuals. It was for this reason that education psychology was formally recognized as a separate field of psychology research.

Additionally, the 1920s saw the beginning of the expansion of educational psychology, which continued until the 1950s before reaching its peak. The field of educational psychology has recently begun to incorporate new findings from the fields of child psychology and psychometrics. It is inevitable that subject psychology will eventually become an essential component of educational psychology. Today, educational psychology encompasses a wider variety of topics than it did in the past. Therefore, ever since the 1960s, the field of education psychology has been consistently developing and improving since then.

Objectives

- To examine the principles of Educational Psychology that support effective teaching and learning.
- To research the value of Educational Psychology for Teachers and Educators in Schools

Research Methodology

For this particular study endeavor, we employed the library research strategy as our research methodology. Before filtering and organizing the data into a theoretical framework, this research process requires reading, analyzing, and making notes on a variety of separate passages or reading materials

that are relevant to the reading. The objective of this strategy is to provide a methodical explanation of the literature review and the findings of earlier studies that are pertinent to the research that will be carried out in order to explain the present status of that scientific topic.

Educational Psychology Principles

- **Setting the Stage for Learning**

A wide variety of instructional methods are available. There are a number of different approaches that are regularly integrated, including but not limited to: whole group instruction, individual instruction, applying objectives to guide instruction, inquiry and discovery, learning styles, cooperative learning and tutoring, CAI, enactive, mastery, direct instruction, and thematic approaches. Make sure that your lesson plans take into account a lot of different broad elements. This will allow teachers to boost the success of any teaching technique they choose to implement. Goals, an advance organizer at the beginning of each day of the lesson (Ausubel, 1978), a comprehensive review of the prerequisites for the lesson, connections between previously learned material and new information, teaching small chunks of content at a time, and having students actively participate in the learning process are some of the things that are included in these objectives (Rosenshine, 1986; Rosenshine, 1997; Rosenshine & Stevens, 1986).

The objective of advance organizers (AO) and studying prerequisites is to stimulate the interest of students in a particular topic and to boost their receptivity to the information that is presented directly in the classroom. A summary of the most important concepts discussed during the session is provided by AOs, which also provide connections between some of the material and the information that the students currently possess. The AOs, which often continue for around one minute, are followed by the daily objectives, which are typically shorter.

If students do not possess the requisite prior knowledge and abilities, or if they are unable to remember them from memory, then they will not be able to learn the new information as effectively as they should. Students are provided with the opportunity to acquire new skills if they are missing, and reviews also assist students in remembering content that is essential to their studies. The completion of these reviews normally takes a few minutes, and they can serve as a basis for connecting together knowledge that is both new and older. When teachers discover that a student does not meet the prerequisites, they should extend the review period in order to ensure that the pupils have mastered the topic and have the necessary skills.

"Connections" are formed when fresh information is linked to information that has been acquired in the past. The teachers are required to demonstrate to the students various connections between the newly learned material and the stuff that they have already learned, both during the assignment and while they are also in class. Nevertheless, this is not more than enough. In addition to the connections that are demonstrated in their presentations and examinations, teachers should require students to make additional connections. It is crucial to provide students with links since they improve their knowledge of the material and make it easier for them to retrieve it.

- **Instructional Outcomes**

Both the assessments and the instruction that teachers provide must to be directly and unmistakably connected to the learning objectives. When it comes to the expectations placed on students and the areas in which teachers should focus their attention during class time, objectives make it very obvious. The term "objectives" can be in a number of different forms and titles. If an objective makes it clear to the learner what to accomplish, how well they need to execute it, where they need to be, when they need to be there, and what supplies they need, then the label that is allocated to the objective is irrelevant. The use of buzz words in the objectives of teachers, such as "appreciate," "know," "understand," and "evaluate," without providing an operational description is all too common. According to Gauge and Berliner (1991), on page 35, these statements may not always provide a clear explanation of what what pupils need to say or do in order to demonstrate that they have comprehended the topic.

Studies that are cited by Gonlund (1998), Slavin (2003), and Gage and Berliner (1998) all suggest that there is an increase in student accomplishment when teachers design, share, instruct, and evaluate based on well-written objectives. It is necessary for the instructor to exert more work in order to prepare specific objectives. Writing objectives, on the other hand, provides the instructor with a sound foundation for generating assessments and also provides support in expressing to students the themes that will be covered and emphasized in the classroom.

The fact that students who are given clearly defined objectives do better on evaluations that are connected to the objectives but perform worse on items that are unrelated to the objectives is a common critique that practical educators level against the process of generating and articulating such objectives. The solution to this dilemma is basic and has a straightforward answer: educators should develop objectives for the content that has been classed as incidental.

In order to determine which level of the revised taxonomy produced by Anderson and Krathwohl (2001) or the Bloom, Englehart, Furst, Hill, and Krathwohl (1956) cognitive taxonomy students are expected to perform at, it is necessary to analyze each of the sequencing objectives once they have been defined. In order for our students to acquire critical thinking skills, which are related to the application, analysis, synthesis, and evaluation levels of the taxonomy, these abilities need to be taught and evaluated on a regular basis (Bushell & Baer, 1994; Hummel & Huitt, 1994). Therefore, it is of the utmost importance to determine the taxonomy level that an objective requires.

- **Information Processing and Memory**

The discipline of cognitive science has been one of the most innovative and fruitful areas of research over the course of the last several decades. A three-stage model was outlined by Atkinson and Shiffrin in a seminal work that was published in 1968. This model provides an explanation of how individuals take in, process, remember, forget, and apply information.

In accordance with this approach, in order for teachers to successfully transfer knowledge from the first stage, also known as sensory memory, to the second stage, also known as short-term or working memory, they must first catch the attention of themselves and their pupils. Due to the fact that this is not done, students are left with nothing to think about, which hinders learning from taking place. According to Miller (1956), there are two further concepts that are connected to the fact that short-term memory is somewhat restricted. The understanding that students quickly forget the knowledge and skills that they acquire in the short term is something that teachers in the classroom are intuitively aware of.

A student should be exposed to brief bursts of knowledge that they can later integrate (or chunk) into more extensive knowledge systems. The first guideline relevant to short-term memory is to provide material in an organized manner, exposing pupils to the material. The second principle is that one should make preparations for opportunities to practice information. Despite the fact that it will not be stored in a permanent manner via this method, it can assist children in retaining the information in their short-term memory for as long as it is required to work on it.

In order for students to acquire and use knowledge and abilities in their day-to-day lives, it is necessary for information to be stored in the third stage of memory, which is known as long-term memory. Because elaboration is the core concept behind long-term memory, teachers should consider implementing activities that allow students to actively process the material by summarizing and paraphrasing it, constructing learning mnemonics, and finding links between new information and information that they have acquired in the past.

- **Value of Learner Diversity**

When referring to Maya Angelou, it has been noted that "My friend, we are more alike than we are different." In the context of education, this phrase might be interpreted to imply that students are significantly more similar to one another than they are different, and that we ought to aid them in recognizing the similarities that they have. In 1997, the American Psychological Association developed a set of principles known as The Learner-Centered Psychological Principles, which served as a foundation for the redesign and reform of educational institutions. Through the promotion of school reform and the enhancement of learning through the diversity of students, this study makes an effort to solve the issue of low academic achievement with students. The following three key diversity-related principles that have an impact on classroom instruction have been identified by this report: (a) students use a variety of approaches and have varying capacities for learning that are influenced by experiences, culture, and heredity; (b) learning is maximized when the linguistic, cultural, and social contexts of both teachers and students are taken into consideration; and (c) educators are required to set high and demanding standards and use formative and summative assessments to assist students in achieving their specific goals.

- **Assessments Increase Learning**

It is necessary for both official and informal assessments to comply to Gronlund's (2000) suggestions for achievement evaluations in order for them to be considered genuine and fair examinations. To begin, it is important to evaluate only the information and abilities that the students have been taught and

for which they have been informed of the goals. Second, the amount of time that is spent in the classroom on any individual assessment item ought to be proportional to the amount of weight that is assigned to that particular test item. Thirdly, the items that are included on the evaluation ought to be suitable for the purpose for which they were developed (for instance, an informal assessment can look for objectives that students need to accomplish to the extent that they require additional time in class). In the fourth place, assessments must to incorporate the proper kind of objects. When it comes to covering a broad subject, objective-select items, for example, might cover more objectives in the same amount of time that an essay would be available to cover. On the other hand, you might find that an essay is a more effective instrument for evaluating how effectively students are able to make connections between newly acquired knowledge and what they have already learned, or for developing their writing skills.

In the fifth place, evaluations need to be reliable, and in the sixth place, they should be designed to improve students' learning. The concept that "more is better" is an additional thought that we refer to in addition to those six principles. (Bushell & Baer, 1994) found that increasing the frequency of exams and distributing them throughout shorter topics led to an improvement in student achievement.

Education Psychology's Importance in Schools

A knowledge of psychology is essential for those working in the field of education since it deals with a variety of psychological qualities that vary from student to student, including behavioral characteristics, personalities, attitudes, motivation, attention spans, cognitive skills, IQ, and fantasies. In order for the learning process to be successful, it is necessary for every teacher in the class who functions as both an educator and an instructor to be aware of the varied psychological compositions of each individual student. In the event that teachers have a comprehensive understanding of each student, they will be able to execute tailored learning that is based on the psychological characteristics of the students. Therefore, it is especially important for instructors to be concerned with the different types of heterogeneity, or differences, that are presented within a classroom. If it is believed that the psychological make-up of the class is similar, then teachers are required to enable group learning in addition to providing customized instruction. Children who battle with attention issues are regularly seen by teachers. This makes it challenging for these children to pay attention to what is being taught in class, which in turn leads to a decline in their academic performance. Teachers and educators need to notice and comprehend the fact that symptoms of attention problems are psychological elements that students experience while they are in the classroom. This is necessary in order to prevent and overcome the learning difficulties that students have when participating in classroom learning. Teachers should adopt tactics and methods of instruction that draw attention to learning in order to ensure that students are comfortable for the entirety of the academic session. Students who may suffer from attention deficit disorders will be able to avoid and overcome these conditions with the help of this. To overcome psychological factors such as (1) appropriately setting learning objectives; (2) selecting the best learning strategy or method; (3) providing guidance; (4) encouraging and motivating student learning; (5) creating a pleasant learning environment; and (6) interacting with students in a suitable manner, it is hoped that teachers will be able to overcome these factors by having an understanding of educational psychology.

Educators' and Teachers' Benefits from Educational Psychology

There is no way to dispute the relationship that exists between the fields of education and the sciences of psychology. Both fill in the gaps in our knowledge of the interactions that take place between teachers and students. A good illustration of this would be the utilization of psychology in the process of developing educational programs, instructional methodologies, evaluation tools, and guidance counseling services. In order to facilitate the intense interactions that take place within the classroom, it is necessary for teachers and students to be in close proximity to one another in both directions. The fulfillment of this intimacy is made possible by having a profound understanding of one another's mental state, feelings, interests, and cultural points of view. The development of a comprehensive understanding of educational psychology is an essential component of the field. This understanding is essential because it enables the realization of the pedagogical competence of teaching people. It is really necessary for all of you to have an understanding of educational psychology given this information. In the following paragraphs, we will discuss the five benefits and the significance of educational psychology for you respectively.

- **Make Selecting the Most Effective Learning Strategy Simpler:** Having a thorough understanding of the psychological makeup of your students can assist you in selecting the most efficient approach to communicating the content of the lesson. The psychological aspect of education is extremely important since it is directly related to your ability to manage the classroom environment in accordance with the learning design.

- **Establishing a Peaceful, Organized, and Supportive Environment for Learning:** Utilizing your knowledge of educational psychology to create a classroom that is well-organized, quiet, and pleasant is an application of your expertise. Beginning with a cultural and social point of view, educate yourself on the sensitive values and social customs that should be avoided when studying to avoid any potential problems. Additionally, assume that your parents are the ones who would be present at home if they were living there. In order to ensure that the class runs smoothly, please provide a plan. Every time there is a meeting, this strategy might assist students in feeling at ease and satisfied.

- **Facilitating the Evaluation of Learning Outcomes:** The primary focus of educational benchmarks is on the scores obtained on tests and quizzes.

- One aspect of education that is sometimes overlooked, however, is the psychological component of the educational process. In point of fact, this component has the potential to provide more equitable evaluation indicators in terms of assessment methodologies, assessment principles, and precise assessment procedures. Not only does selecting indicators with precision make the administration of assessments easier, but it also helps you gain a better understanding of your student body as a whole.

- **Motivating Students:** Mr. or Mrs. is the principal student facilitator in this situation. In the event that you are aware of the children's interests, capabilities, intelligence, and potential, it is simple to provide them with direction regarding plans for sustainability. It is through human interactions in the classroom that a sense of familiarity, harmony, and warmth will be fostered.

- **Developing an Engaging, Innovative, and Creative Learning Environment in the Classroom:** It is possible for kids to acquire more mature personalities if their teachers have a better understanding of their psychology. When you are someone that students like, respect, and find empathetic, you can be that person. As a result of this, educational psychology is extremely beneficial to all academic fields. It is essential for you to have a solid understanding of educational psychology, not only for your own personal development but also for enhancing your efficiency as a teacher.

Conclusion

The different behaviors, personalities, attitudes, interests, and motivations of pupils, along with other elements, significantly impact the domains of attention, perception, mental ability, intelligence, fantasy, and psychological components of education. As a result, schools are necessary to teach psychology because of this. In order to ensure that the learning process is successful and that the students' bad academic performance is minimized, it is necessary for every instructor in the classroom who serves both as an educator and teacher to be aware of the obstacles that are faced by students who have attention issues. There are several benefits associated with the study of educational psychology, including the following:

- Recognizing individual differences in students;

- Creating a learning environment that is supportive;

- Choosing an effective learning technique;

- Providing students with advise; and

- The encouragement of learning.

Educational psychologists are multifaceted persons who have an understanding of the distinctive characteristics that each and every student possesses regardless of their age or stage of development. There is no way to dispute the relationship that exists between the behavioral sciences of psychology and the field of education. Because of the intense interactions that take place in the classroom, it is essential for the teaching staff and the students to be within close proximity to one another and to have a profound understanding of one another's psychological state, feelings, interests, and cultural points of view. You have the ability to choose the most efficient method in order to guarantee that the various instructional materials are delivered in an effective manner.

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