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PSYCHOLOGY IS THE STUDY OF BEHAVIOR OF HUMAN BEING

Dr. C. Geetha¹ and Dr. Sushma R²

¹Assistant Professor in the P.G. Department of Education and Research, Kuvempu University.

²Assistant Professor in the P.G. Department of Education, Rani Channamma University, Belagavi.

ABSTRACT

The influence of social relationships on human development and behavior is receiving increased attention from psychologists, who are central contributors to the rapidly developing multidisciplinary field of relationship science. In this article, the authors selectively review some of the significant strides that have been made toward understanding the effects of relationships on development and behavior and the processes by which relationships exert their influence on these, with the purpose of highlighting important questions that remain to be answered, controversial issues that need to be resolved, and potentially profitable paths for future inquiry. The authors' thesis is that important advances in psychological knowledge will be achieved from concerted investigation of the relationship context in which most important human behaviors are developed and displayed.

KEYWORDS: psychological knowledge, relationship context, human behaviors.

INTRODUCTION:

Psychology touches almost every aspect of our lives. As society has

become progressively more complex, psychology has assumed an increasingly significant role in solving human problems. Psychology is the study of behavior of human beings as well as animals, normal, abnormal, children and adult. Psychology occupies all the fields of study like behavioral, cognitive, affective, psychomotor, developmental, personality, perception, motivation, learning, industrial, Para, attitude, physiological, experimental, social, vocational, clinical, health, military, genetic aspects etc., Educational psychology is applied branch of psychology. Educational psychology has influenced the

educative processes in many ways. It is an attempt to apply the knowledge of psychology to the field of Education. Memory is the colossal contribution of cognitive psychology which shows different approaches of remembrance and forgetting, Educational Psychology emphasizes on memory, related factors and improving memory of students in Educational process.

MEMORY

Memory is a crucial psychological factor influencing learning. Learning plays noteworthy role in all the walks of human life. All the finest attempts in the field of the Education are directed to make the student learn properly. For an effective learning it is essential that



one should be able to preserve past experiences and make use of them whenever needed. In The psychological world, this ability of retention and reclaiming is known as memory.

PROCESSES OF MEMORY

Human memory is not a single "vessel" to be filled, but rather a complex set of interrelated memory systems. From information processing perspective there are three main stages in the formation and retrieval of memory.

Encoding

Once something is attended to, it must be encoded to be remembered. Basically, encoding refers to translating incoming information into a mental representation that can be stored in memory. Someone can encode the same information in a number of different ways. For example, one can encode information according to its sound (acoustic code), what it looks like (visual code), or what it means (semantic code).

Storage

Storage is the process of holding information in memory. A distinction is often made between short-term and long-term memory. Short-term memory is just that, brief and transient. Think about looking up a new phone number in the phone book and making a call. May remember it long enough to make the call, but do not recall it later.

Retrieval

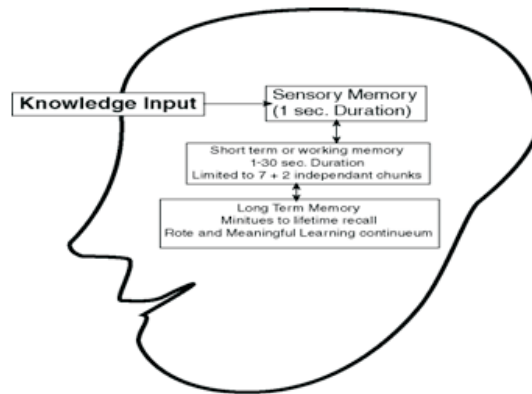
Retrieval relates to storage as well, obviously the memory has to be stored in order to retrieve it, but knowing how it was stored can help. This is where elaboration and processing come in. When attempting to retrieve information, it helps to think about related ideas. For example, trying to remember a chemistry formula during an exam. Although able to visualize the page of chemistry notes, cannot recall the exact formula. Do remember, however, that this same formula was used in the biology class in last semester. If think about that class, able to recall the formula. This is one reason why intentionally organizing information in memory when learning, it helps recall it later.

Attention → Encoding → Storage → Retrieval

CLASSIFICATION OF MEMORY

While all memory systems are interdependent (and have information going in both directions), the most critical memory system for incorporating knowledge into long-term memory is the short-term or "working memory." All incoming information is organized and processed in the working memory by interaction with knowledge in long-term memory. The limiting feature here is that working memory can process only a relatively small number (five to nine) of psychological units at any one moment. This means that relationships among two or three concepts are about the limit of working memory processing capacity. Therefore, to structure large bodies of knowledge requires an orderly sequence of iterations between working memory and long-term memory as new knowledge is being received.

All the information that is register into sensory memory not necessarily entered or palled to short term memory or LTM unless it is processed. The information processing occurs in three stages. The figure 1 and the flow chart 1 illustrate these three stages.



The Three Memory Systems of the Human Mind Atkinson-Schiffrin Model

Sensory Memory

The sensory memories perform as buffers for stimuli received through the senses. The term sensory memory is used to describe the state when the sensory registers receive incoming information and hold them for enough time to be processed. All the information enters into sensory memory by sense organs.

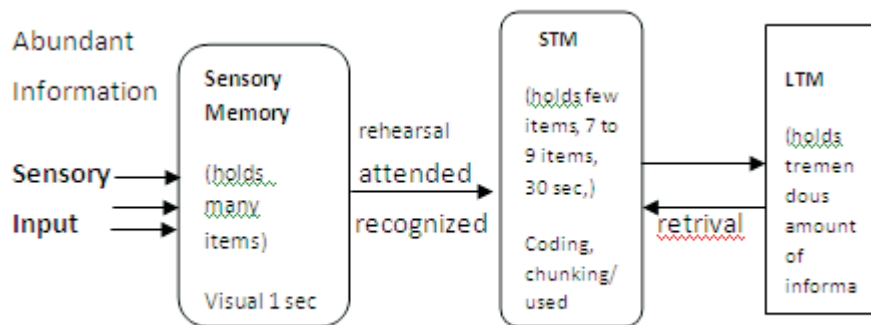
Short-term Memory

Short-term memory acts as a scratch-pad for temporary recall of the information under process. For instance, in order to understand the sentence need to hold in mind the beginning of the sentence read the rest. Short term memory decays rapidly and also has a limited capacity. It holds 7 to 9 items for 30 seconds. Chunking of information can lead to an increase in the short term memory capacity.

Long-term Memory

The information that is attended, repeated rehearsal and associating, practiced memory techniques and meaningful organization of information will enter to LTM. LTM holds tremendous amount of information, it has enormous capacity, highly organized. Hence the information once entered into long-term memory can be retrieved anytime. Whatever the information that has been stored at LTM will not undergo forgetting but it may sometime difficult to retrieve.

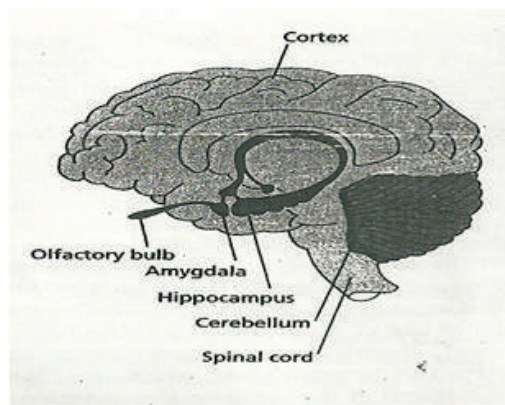
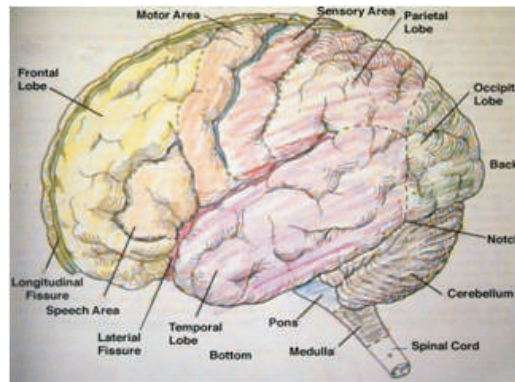
To understand the three stages of memory clearly the another model presented in the diagram.



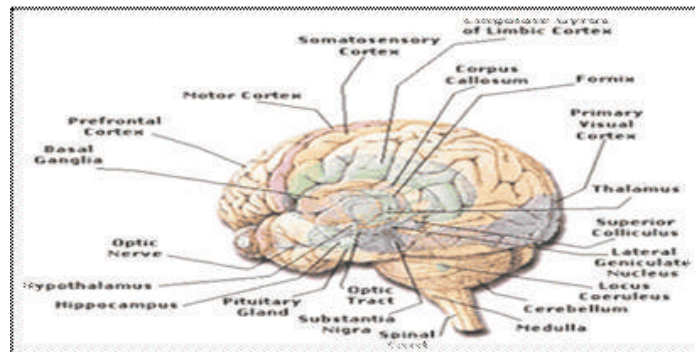
Stages of Memory

THE MEMORY IN BRAIN

The Structure of Brain



The Structure of Brain



The Structure of Brain Covered almost all Parts of Memory

CONCLUSION

The influence of relationship contexts on development and behavior has only recently, begun to claim the attention of psychologists. Although this attention is auspicious, further progress requires something more than the simple act of incorporating a new independent variable into the field's existing paradigms. The individualistic perspective that seeks the causes of behavior within the properties of a single individual must be augmented, and in some cases replaced, by methods for seeking the causes of behavior within the interconnections of individuals and their relationship partners, as well as the interconnections between those relationships and the larger systems within which they are embedded.

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**Dr. C. Geetha**

Assistant Professor in the P.G. Department of Education and Research,
Kuvempu University.

**Dr. Sushma R**

Assistant Professor in the P.G. Department of Education, Rani Channamma University,
Belagavi.

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