Behavioral psychology and motivation – as a theoretical contribution to the scientific interpretation of the stimulus effects in humans.

One of the main conditions for the conduct of business and to reach a certain goal is a motivation. Since the foundation of motivation are the needs and interests of individuals, it is quite reasonable to say that in order to achieve the good results it is necessary to ensure that the training becomes a desirable process. In this context, the motive is seen as focusing on different aspects of business, whether it is the school work, physical activity and other related inner attitude towards it. “Motives are inner motive; the psychological mechanism of action which includes the personal Regulators - various settings that determine the behavior. Motivation is a key driver in the performance of any activity. Knowledge of motivational states supports the successful implementation of the tools and methods for training and creating a positive image for the greatest benefit from active participation in sport” (Илиева, 2012).

At the end of XIX century directing the science of psychology to the teaching activities continues with research of Kapt evev and Bergemann. They independently of each other, for a first time created a system of psychological concepts/knowledge, regularities, categories, linked directly to the learning activities and focused on it. They created a system of scientific concepts that reflects and encompasses psychology academic activities of training and education for the first time, independently of each other, denote this system as a pedagogical psychology. For the formation of educational psychology in this particular period of time special merit has and English man James Sully, he made in England what makes the Ushinski - famous Russian pedagogue, founder of the scientific pedagogy in Russia, who issued textbooks of encyclopedic character of primary education “Children world” (1861) and “Native speech” (1864) and labor “Man as the subject of education, experience, pedagogical anthropology” (2 т., St. Petersburg, 1868. – 1869). Author of numerous short stories for children, many of which are masterpieces of the Russian literature for children.

Efforts to link the psychological science and practice in education and training Sully presented in his writings “Illusions” (1881), “Outlines of Psychology” (1886), “The Human Mind” (1892), “Studies of Child-
hood” (1896), “Children’s Ways” (1897), “Essay on Laughter” (1902). In fact, the basis on which he prepares the emerging and linking psychology with the practice of training and education which are prized by the writings of Sully and Ushinski and Bergemann and Kapterev by completing this process by creating a system of concepts and categories that refer to its Pedagogical Psychology. These authors, within this period of time, determine the first stage of the emergence and development of this science. This objective basis enables the emergence of educational psychology as the educational activity. The main achievement in the first stage of educational psychology is actually its formation as a separate branch of science Psychology. Since the beginning of XX century in ten and twenty years, educational psychology marks a new stage of development - the second stage; this is the time in which the field of psychological knowledge appears as Behavioral Psychology.

Development of behavioral psychology as a practical area requires study of the primarily causal dependencies. Behaviorists focus on these relationships; they believe that the causes of all behaviors are physical events from the external environment affecting the human’s sensory irritation that causes his response. The birthday of the classical form of behaviorism (from English - behavior, or the science of behavior) is seen in 1913, when the author from the United States, John Broadus Watson, released the book “Psychology as the Behaviorist Views It”, also called “The Behaviorist Manifesto”. He denies the acute need and the opportunity to study the human mind as a parallel argument that establishes its usefulness in the development of the science of external human behavior. According to John Watson, the art of human behavior needs not to be based only on objective methods similar to those used in life sciences. The credit is in the remarkable way in which he managed to focus on the study of external behavior, which has been neglected so far. Behavioral psychology is relevant to the subject of psychology, which, according to him, must not be the mind phenomenon, but the personality behavior. The main task of psychology is to study the behavior of living beings and to study the reactions toward the external surroundings.

The explanation is in the formula S - R. “formula” of behaviorism covering the relationship between the individual and the environment where:

“S” means a stimulus (stimulus);
“R” is a reaction (reaction) or response (respond).
The formula can be adjusted by:
“S f R”, or response (R) is a function (f) of the stimulus (S).

Most radical behavioral theory (Applied Behavior Analysis) is entirely based on operant and the idea that the behavior is a function of its consequences. It deals exclusively with the behavior that can be seen and handled by methods such as reward, punishment and control of the presented stimulus. According to the therapies drawn from this theory, the cognitive processes are very personal and are hidden from the man. They cannot be monitored and their use is considered to be inappropriate and unscientific. Perhaps, the most visible example of this type of method is the education of young children. Their behavior is most often provoked or stimulated by rewards and punishments, which aims to reduce the “bad” events and to encourage the “good”. According to Burrhus Frederic (BF) Skinner, the whole behavior of the individual is a function of external events that act as incentives. For him it is essential the distinction between the two fundamental forms of behavior - reactive (respondent) or behavior and operant response (operant) or instrumental behavior.

Behavioral psychology is presented fully and systematically in research on John Watson and Edward Lee Thorndike. Major means of this school takes place in psychological science as the subject of mental research - behavior as an objective subject, as an objective reality and winner of mental content. The greatest virtue is that it (the behavior) can be studied objectively, by objective and subjective outcomes measured. The main work by Thorndike is “Education Psychology”. In fact, the methodological position in this school is that the body forms the behavior, managing the incentives, but actually to manage the incentives from the body means to teach the body, so the main thing in shaping behavior is mastering the incentives or learning.

Thanks to the learning the body maintains its vital status actually learning supports the life of the organism. Behavioral psychology unfolds and develops the psychology of learning, training and education. The first studies toward promoting psychology of learning belong to Thorndike and refer to the creation of a new methodology of perceptual learning. He suggests that the individual can master a certain skill to recognize the orientation in perceptual behavior of another person and on that way to read and find his behavior/design and so on. Thorndike believed that psychology should study behavior and mental elements not the conscious experience. For him, the units “stimulus-response” are the elements of behavior, the bricks of which is built more complex behavior. In 1898. Thorndike discovered the law of effect, which is similar to the law of backup defined by Pavlov four years later. The law of effect is defined as formation or suppression of the tendency to respond. In thirty years devoted to studying the law of effect in humans, Thorndike concluded that the award of the reaction is effective in forming or strengthening the behavior, but the punishment is no comparable toward the negative effect on suppression, but rather extended toward the non-use of the reaction leads to weakening behavior.

The third course in behavioral theory relies most on cognitive processes. It is based on social cognitive theory of Albert Bandura, which states that behavior is based on three separate but interacting systems:

1) external stimulus and events;
2) response and support we get from the environment and our relatives;
3) our internal cognitive processes (interpretations of events happening around us). This approach uses both behavioral (classical and operant) and cognitive (personal interpretations of events) methods in therapy. At this level of behavioral therapy, cognitive and behavioral approaches merge. Behavioral science - behaviorism, represents the science of human behavior. Cognitive Science - behaviorism plus adequate study of mental processes through behavior.

In this order of listing it is reasonable to be given a deserved attention to another scientist, who contributed to the study of human behavior, namely Abraham Maslow. According to Maslow, the innate desire in people is quest for self-actualization. People, however, are motivated by other kind of needs. Needs are arranged in a hierarchy of dominance. The nature of the person as a whole is searchable, there is a constant frustration - there are always unmet the needs to which person aspires. Looked real, almost every state of the body is motivating in itself. Therefore, the motivation may be treated as permanent. It is constant and endless and rarely a moment of complete satisfaction. He (Maslow) emphasizes the adoption of the human person in its entirety, taking into account the effects of the environment, culture, multiple motivations, unmotivated behavior and the healthy motivation. Individual is organized integrated whole. In this sense, the whole individual is motivated, not just a part of him. When a particular need dominates, the person is able to change the whole future philosophy. “Growth needs (a need to know and understand things, to assess the beauty or grow and develop, appreciate and respect the people, etc.) cannot be fully met. In fact, more people are able to know and understand the world around them, the motivation becomes stronger training” (Ilieva (Илиева), 2012).

There are several principles that unite the different types of behavioral and cognitive theories. They provide psychological model of human behavior that differs dramatically from that of psychoanalysis and psychodynamic approaches. The focus here is on behavior and perceived external cognitive processes (our conscious interpretations of events). They also comply toward strictly scientific approach with therapy and the methods used, which is more difficult to apply in psychodynamic therapies. Behavioral therapy in all its varieties and levels pays a special and important attention toward learning, assuming that our behavior reflects on the lessons learned from us.

Behavioral therapies continue to grow and flourish today. Among the most popular are CBT and Mindfulness. Regardless of their number and a particular focus, however, they all come from three main theories (approaches) in behavioral therapy.

Summary comparative characteristics of preschool and school age about the physical activity, training and sport. It is necessary to emphasize that the social and cognitive horizons of the child are not formed occasionally. This formation does not begin and end at the same age. It (social and cognitive horizon) is formed gradually, consistently in the overall development of the individual’s age. In this sense, pre-school and primary school age are stages in its formation. Both age periods have own specifics. This does not imply a lack of coherence, continuity and integrity. Both ages objective is guidance and adjustment of the child to objective reality, namely:

- Purpose in both ages is to prepare the child for life. This means that both ages perform socializing functions in relation to the child. Through the training process in preschool and primary school age is reached the so-called socialization of a child’s personality, i.e. preparation of the child for life, the management of certain social stereotypes, mastery of accepted models of social behavior, etc. mental formations determines child’s social life.

- The main source of information in both ages is objective reality, i.e. the study of the natural and social objects in their real form and condition.

- In both ages dominates the empirical knowledge, i.e. knowledge gained in the experience of children through direct, immediate communication with their objects in their actual appearance and environment. Indeed, in primary school where the empiricism decreases, theoretical and abstract knowledge increases as well as the knowledge of distant unknown non-life experience of the child objects and phenomena (astronomical, physical-chemical, plant and animal life, physical geography and other).

- In both ages is typical role of the family as an information source and as a medium, which helps developing cognitive interests of children about the Nature and society.

- In both ages, a major role plays scientific and popular literature, mass media, the Internet and other information sources such as sources for developing cognitive interests of children about the Nature and society.

Therefore, in kindergarten children live their own, individual-specific life. Children not only train, but experience the everyday life there. Therefore, social and cognitive preparation of the child for life is achieved through the whole experience of the kindergarten, not only through the specific organizational forms, as it happens in the elementary school.

The little student needs the specific knowledge, and above all, the common approaches to their achievement, systematization of his own experience, adequate to his individual personal identity. He learns and convinces only those patterns and relationships that are experienced, felt and found on their own way. Natural range of skills to achieve their own results in this age is very narrow. So the help of the teacher must meet the specific requirements, directed always toward the particular individual, always stimulating the certain effort limit directed and never abstracted.

“Every single child specifically reflects, digests and cements the material”. The efficiency of this process depends on various factors, such as:

- Morphological and functional characteristics of
learners as hereditary qualities and level of physical development;
- Preliminary experience, knowledge skills and attitudes, as well as the child’s ability to perceive and interpret the movement techniques;
- Volitional qualities directly affect the solution of the tasks of the occupation;
- It is essential to know the type and nervous system of each child;
- The effect of functional loading. Determined by the optimal level of effort that places children in accordance with their capabilities.

This requires individual and differentiated usage within the Training Process.” (Ilchev (Илчев), 2008).

Motivating Children Playing physical activity/activities in the transition between preschool and primary The school age is important multiplier factor towards the formed interests and motivation, positive self-expression, interaction, control and self-control in game situations as prerequisites for the development of the pursuit of individual self-improvement to physical activity and personal use of own ideas and experiences in a variety of conditions. “Therefore the preparation of teachers includes technology of preparation of playing with children and students as the content of their future educational development. “They assist in treatment plan of playing specialist psychologists in the practice of the institution to solve specific problems” (Gyurova (Гюрова), 2013).

REFERENCES

Correspondence:
Julia Doncheva
“Angel Kunchev” University of Rousse
Faculty of Natural Sciences and Education
Department of Pedagogy, Psychology and History
8 Studentska Str., 7017 Rousse, Bulgaria
E-mail: jdoncheva@uni-ruse.bg


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