

Question no. 12

12. Arrange the process of memorization in sequence.

- (a) Recognition
- (b) Learning
- (c) Recall
- (d) Retention

Choose the **correct** answer from the options given below :

- (A) (d), (b), (c), (a)
- (B) (c), (a), (b), (d)
- ✓ (C) (b), (d), (a), (c)
- (D) (a), (b), (d), (c)

12. மனப்பாடம் செய்யும் செயல்முறைகளை வரிசைப்படுத்துக.

- (a) அடையாளம் காணல்
- (b) கற்றல்
- (c) நினைவு கூறல்
- (d) தக்கவைத்தல்

கீழே கொடுக்கப்பட்ட விருப்பங்களிலிருந்து **சரியானதை** தெரிவு செய்க.

- (A) (d), (b), (c), (a)
- (B) (c), (a), (b), (d)
- ✓ (C) (b), (d), (a), (c)
- (D) (a), (b), (d), (c)

Master Key – C

Correct Option – b, d, c, a

PSYCHOLOGY

HIGHER SECONDARY – SECOND YEAR



TAMILNADU TEXTBOOK SOCIETY

PSYCHOLOGY

HIGHER SECONDARY — SECOND YEAR



TAMILNADU TEXTBOOK SOCIETY
MADRAS

© Government of Tamilnadu
First Edition — 1979

Editorial Board Chairman

(Author & Review Committee Member) :

Dr. M. Rajamanickam,
Professor & Head of the Dept. of Psychology,
Annamalai University, Annamalai Nagar.

Authors :

Thiru M. Swaminathan,
Lecturer in Psychology,
Annamalai University, Annamalai Nagar.

Thiru T. V. A. Raghavan,
Lecturer in Psychology,
Annamalai University, Annamalai Nagar.

Dr. S. Narayanan,
Reader in Psychology,
P. G. Extn. Centre,
P. S. G. College of Technology, Coimbatore.

Review Committee Members :

Dr. P. Rama Rao,
Reader & Head of the Dept. of Psychology,
University of Madras, Madras-600 005

Prof. N. Santhanakrishnan,
Professor of Psychology,
Presidency College,
Madras-600 005

Price : **Rs. 5.00**

This book has been printed on 60 G.S.M. paper.

Printed at :
Economist Press, Madras-600 086

ASPECTS OF MEMORY

The concept of memory, according to experimental Psychologists, is referred to an act of reproduction or remembering. Whether it is referred to an act of reproduction or remembering we may be tempted to ask, 'What is to reproduce or to remember?'. The answer is,

44

what has been learned earlier. Therefore, if anything is to be remembered it implies that it has been learned, retained and reproduced when there is a need. You can reproduce the learned material if only you remember it. Therefore, learning, retention, recall and recognition are the aspects of a memory function. We shall discuss these aspects here in detail.

(1) Learning or Memorizing

In the common sense world learning goes by several names such as memorizing, training, practice, experience, conditioning, fixation and registration. Here we are using the term learning in the meaning of memorizing, because in any memory experiment a person is asked to learn a given material and reproduce it. He at once puts himself actively in memorizing the passage. He will learn something if the material is unfamiliar and new. Since unfamiliar materials are not wholly found, meaningless words or non-sense syllables and numbers are used. In memory test meaningful and familiar materials are also used if lengthy materials are to be learned or memorized. The basic idea in such test is that the subject should make some errors in his reproduction of the material. If the passage is difficult or lengthy this aim is achieved. However, the results obtained from different individuals with meaningful material would not be having equal influence in everybody. But the non-sense syllables such as BEW, ZUR, VOD, NAX, TEW may have equal difficulty to all the subjects as they are not familiar to them. Ebbinghaus believed that every one will start with a blank mind in learning the non-sense syllables. He has designed 2300 non-sense syllables for his experimental purpose.

what has been learned earlier. Therefore, if anything is to be remembered it implies that it has been learned, retained and reproduced when there is a need. You can reproduce the learned material if only you remember it. Therefore, learning, retention, recall and recognition are the aspects of a memory function. We shall discuss these aspects here in detail.

(I) Learning or Memorizing

In the common sense world learning goes by several names such as memorizing, training, practice, experience, conditioning, fixation and registration. Here we are using the term learning in the meaning of memorizing, because in any memory experiment a person is asked to learn a given material and reproduce it. He at once puts himself actively in memorizing the passage. He will learn something if the material is unfamiliar and new. Since unfamiliar materials are not wholly found, meaningless words or non-sense syllables and numbers are used. In memory test meaningful and familiar materials are also used if lengthy materials are to be learned or memorized. The basic idea in such test is that the subject should make some errors in his reproduction of the material. If the passage is difficult or lengthy this aim is achieved. However, the results obtained from different individuals with meaningful material would not be having equal influence in everybody. But the non-sense syllables such as BEW, ZUR, VOD, NAX, TEW may have equal difficulty to all the subjects as they are not familiar to them. Ebbinghaus believed that every one will start with a blank mind in learning the non-sense syllables. He has designed 2300 non-sense syllables for his experimental purpose.

as a picture on the basis of the shape of the number. For example, 1 is as a pillar, 2 as a cock, 3 as a pitchfork and so on. It is found from the studies made by Smith and Noble that persons who had training in mnemonic devices were able to recall meaningless words better than those who are not trained in that line.

2. Retention

What is retention? Retention generally means the ability of retaining information or events in memory. Retention is the function of memory. It is holding on the information or events in memory. It may be also stated as the registration of information we have collected in the memory.

Retention is one of the important elements in human learning which is making us to function as the superior being. In the absence of memory man is almost a mute. According to Gerard man is not benefitted by his experience or intelligence in the absence of memory.

Authors like Gerard define memory in terms of retention, because it is the way through which memory can be traced. Therefore, memory is defined as the process of retention that makes us to relate one thing with another and transfer things to new situations.

How do we know whether we have learned something? It is only through performance that we come to know of it. How much do we perform from the past learning? The procedure used in finding out how much we have learned is measuring retention. We can measure retention.

Measuring retention: In testing the validity of our memory we measure only the retention. If a test is conducted to measure how much material is retained in our memory we could see that we don't retain every-

whereas recall is only recitation. So also relearning is more active than all of them. It reveals what we have retained.

3. Recall

Recall involves repeating what we have learned something already. It may be defined as the reproduction of some specific material learned previously. It is reciting the material as it is or verbatim. In recall there is also some kind of reconstruction. While you are answering an essay type of question in the examination you are recalling all that you know relating to the answer and reconstruct the material. You also try to arrange the material in an orderly fashion. For example, if two events are to be stated in your answer you try to put them in the order of occurrence of these events. This method of arrangement is taking place in our recall and reproduction.

Recall may be serial recall and free recall. In serial recall materials are often recalled in the same order in which they are learned. It has a specific order, the first will come in the first and last will come in the last. On the other hand, in free recall pieces of information are recalled. The information need not be in the order. Any matter may be put in any place or order. This is occurring when you want to quote some idea from a passage once learned.

While you are recalling the learned material you may succeed or fail. All unwanted material not relevant to the situation or purpose may come crowded when you try to recall. The material we wanted may not be appearing in our recalling. All of us might have had this kind of experience and we may be also using this term recall on several occasions. "Could you recall those days when we used to play under this tree?" "Do you recall the name of the old man who told us novel stories from Ramayana and Mahabharatha?" Such uses

of the word 'recall' are quite common in our everyday life. But in experimental studies psychologists are interested in the amount of information recalled and the accuracy of recalling. The method of paired associates we have described earlier is used for this purpose. Studies of this type show that recall is effective if the set is to form a particular association. For example, if the set is to colours of the objects your recalling should be successful with regard to colours, but not to shapes of the objects. Your answer to the question in the examination is a method of testing your recalling of the learned material. You write everything you know about the matter. You use both serial recall and free recall. Here retention is tested by your ability to recall and reproduce the learned material.

4. Recognition

Measuring retention by using this method is becoming more popular in recent times. One of the uses of this method is the change in the pattern of question papers. One of the patterns is the introduction of multiple choice type of questions in the examinations. What is required here is whether the student is able to recognise the correct answer from the number of alternative answers. The student's ability to identify the correct response is tested in this way by the recognition method. Therefore, recognition may be defined as the capacity of the person to identify the learned objects or materials when presented along with other objects or materials. Recognition is the measure of retention. Certain materials we do not remember or recall when we want, but when we see them or hear them we at once recognise them.

For example, if you are asked to answer the question: "Who has set up the first Psychological Laboratory?" "In which year?" You may struggle to find out the correct answer even though you know it. But if you