LAWS OF LEARNING

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INTRODUCTION

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Educational psychologists have identified several principles of learning, also known as laws of learning from which the law of Edward Lee Thorndike is notable.

MEANING OF LEARNING

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. Learning is a complex process. All the same, it can be understood by making abroad application of some laws that have been discovered and explained by Edward Lee Thorndike.

LAWS OF LEARNING

On the basis of Trial and error theory of learning, American psychologist Edward Lee Thorndike has formulated three laws from his numerous studies and experiments. There are three primary laws and five secondary laws of learning. They are:

1. Primary - (i) Law of Readiness

(ii) Law of Exercise

(iii) Law of Effect

(i) Law of Readiness

Readiness means a preparation of action. If one is not prepared to learn, learning cannot be automatically instilled in him, for example, when trainees are ready to learn, they are more willing to participate in the learning process. If outside responsibilities or worries weigh heavily on trainees' minds, they may have little interest in learning.

(ii) Law of Exercise

It means that the bond of strength and response will get strengthened if it is repeated. This law of exercise has been categorised into two parts-

Law of use: The law of use refers to the strengthening of connection with practice.

Law of Disuse: The law of disuse refers to the weakening of connection or forgetting when the practice is discontinued.

(iii) Law of Effect

Learning is strengthened when it's accompanied by a pleasant or satisfying feeling and it weakens when it's associated with an unpleasant feeling. The emotional state of the learner affect the learning.

2. Secondary Laws:

(i) Law of Multiple Response

(ii) Law of Mental Set / Attitude

(iii) Law of Prepotency of Elements

(iv) Law of Analogy

(v) Law of Associative Shifting

(i) Law of Multiple Response

This law implies that if a new problematic situation presents itself before an individual, that individual responds to it in a variety of ways, the response having been based on previous experiences, to solve the problem. These diverse responses finally lead him on to the correct response provoked, one after the other, until success is achieved.

(ii) Law of Mental Set /Attitude

This law refers to how an organism will respond to a specific stimulus depends of the learner's attitude or mental set. One learner may be very keen to learn a task and another individual may have no interest in learning the task for example if a person hates the English language and hates also the English people he will be lacking in the aptitude for the language, therefore, this law of attitude points to the mental set or attitude of an individual.

(iii) Law of Prepotency of Elements

This law states that persons who are in learning process give a respond to the current stimulus that suits with their perception to whole situation and it is called by selective respond.

(iv) Law of Analogy

In the law of analogy, a new situation provokes similar responses in an individual that he had made earlier in similar situations and had met with success.

(v) Law of Associative Shifting

According to this law a response evoked by a stimulus can be associated with any other possible stimulus. Thorndike in this context has said: “We can get any response from the learner of which he is capable, associated with any situation to which he is sensitive.” He has expressed the conditioning Response in the form of law of associative shifting.

IMPLICATION OF LAWS OF LEARNING IN THE SCHOOL CURRICULUM

1. Alignment of the curriculum content with students' developmental readiness.
2. Designing of curriculum activities that provide repeated practice for skill development and build students' self-esteem and confidence.
3. Integration of positive reinforcement mechanisms into the curriculum such as praise and rewards.
4. Providing choices and options for projects, allowing students to pursue areas of interest.

CONCLUSION

Thus we can say that learning is a continuous process from womb to tomb and a key process in human behaviour and applying the Thorndike's laws of learning will lead to better learning outcomes in both teachers and pupils.

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