

Educational Psychology as a Science of Education

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Abstract

In this study we try to demonstrate that educational psychology can be constructed as a pedagogical science, integrated in the field of science education belonging to science education or science teacher. The expression "science education", well-known in literature in Britain and the U.S., is equivalent to "pedagogical science" used in other cultural spaces (Germany, Russia, Belgium, Spain, Italy).

We believe that our approach is necessary because most studies and books within the field treat, appreciate, educational psychology only a psychological science. This situation demonstrates that research in educational psychology is initiated, developed and finalized from a predominantly or exclusively psychological perspective. The trend is valid when the investigations are carried out by teachers.

To support our thesis we will consider the following objectives:

1. Specify the fundamental distinction between educational psychology and psychological science psychology treated as a science education or science teacher education.

2. Presentation of educational psychology and works can be classified into one of the two directions of the epistemological approach.

3. Advancing our own model as the basis for works conceived as a science teacher education psychology (education), built interdisciplinary from a methodological point of view.

Educational Psychology - Psychological science or science teaching?

To highlight the difference between the psychology of education - science and psychological psychology of education - teaching science we consider the type of interdisciplinarity promoted. Based on this criterion, we identify two different ways of constructing the scientific discourse located under the same title - the psychology of education. Thus, we can explain an apparent paradox, often ignored or neglected in pedagogical and psychological theory and practice. We envisage that in the same way we meet an educational psychology or science teaching (education).

The difference between the two types of psychology of education is generated by the main line of epistemological construction and purpose of research. Otherwise, links and interdependencies between the two types of approaches are inevitable and often beneficial. On the other hand, assuming a pedagogical point of view predominantly psychological generates negative interference in both the theoretical and methodological as well as the educational and social practice.

To operate a distinction between two types of psychologies in education we will resort to the

distinction which some theorists of /0} compared pedagogy and of general pedagogy, educational sciences between authentic and false science of education (JLG Garrido, 1995, S. Cristea, 2010). In line with these approaches, authentic science education are those that are based on epistemological and methodological pedagogy, including interdisciplinary construction. Recourse to the knowledge and methodologies from other areas, however close to pedagogy (philosophy, sociology, psychology, economics, etc.) are aimed at supporting, learning, development, explaining issues of pedagogy.

Fake educational sciences are based on a different social science. To the extent that their numbers are growing, they are characterized as "uneducated... mini-sciences of education ..." (C. Birzea, 1995). They are constructed by applying the "mother of science" (philosophy, psychology, sociology, etc..) to education. The resulting epistemological structures make up the field of the "mother science", not that of pedagogy. For example: education philosophy is a philosophical science if it represents applications of philosophy to education, sociology of education is a sociological science if it represents applications of the sociology of education, economics of education is an economic science if it represents only applications of economics in education, psychology of education is a psychological science only if it represents applications of psychology to education.

Educational Psychology built as genuine science of education as far as pedagogy is based. It appeals to many concepts and methodologies of psychology that it uses specifically to extend certain theoretical and practical dimensions of education, of training, the predominant teaching perspective and pedagogical priority.

This kind of educational psychology exploits more specific concepts and methodologies of psychology. For example, it uses psychological stadiality to distinguish the student's teaching ability from the active factor of education, the potential subject of education in different school stages.

In general, educational psychology with a pedagogic basis, or even approached as a pedagogic science (of education) recovers in particular:

a) Theory of psychological human development, used to deepen the problem of mental stadiality, the relationship between domestic conditions - external, of heredity - environment - education, considered in light of their formative functions above;

b) psychological theories of learning used in general didactics, as a training resource type for conditioning models (Skinner, Gagne), constructivist type (Piaget, Vígotski Bruner integrator), type (Bloom, Ausubel) or Type particular (Gardner / multiple intelligences theory, Goleman / emotional intelligence theory);

c) psychological theory of human personality, used to deepen the problem of the teacher's status and role, for understanding the specific of each school age, to analyze the complex relationship between teacher and student, between teacher and classroom, the students inside the classroom, etc..

d) success in school psychological theory used to understand the relationship between internal and external factors dependent on the student, and external factors, , family, local community, educational community, the quality of instruction in the context of education.

A distinct trend is generated by the relations between psychology of education and the latest science of education (theory of curriculum, teaching communication theory, epistemology of education curriculum psychology, sociology, of curriculum, curriculum management, education policy, planning, education). In this open methodology circuit, psychology, of education and technology will use the concepts stated at the border between pedagogy and other humanities growing in the social sciences in the information society based on knowledge. In particular they will appeal to the concepts and methodologies developed by sciences of education at the border with sociological sciences, communication sciences, political sciences, economics situated in the area of management.

At this level research in educational psychology is focused on one set of problems that marks the postmodern pedagogy of affirmation:

- a) curriculum design of education, training, permanent professional training and (see psychological foundations of the curriculum);
- b) effective teaching methods of communication;
- c) by managing the classroom;
- d) recovery of positive formative educational climate (the educational community, the school, classroom);
- e) the psychological foundation of education policy decisions (in the cognitive and noncognitive plan);
- f) The epistemic foundation of language teaching.

Contributions in psychology of education

Most of the works dealing with psychology of education, presented under different names are placed in the psychological sciences.

The general issue of educational psychology is that it is complementary to psychology of development. Their synthesis is tested under the formula of "educational psychology" used from the 1980s to the present. Thus, "educational psychology of personality psychological closely examines the psychological particularities of the teacher and the student as subjects interacting in the context of the educational process." In essence, this psychological science clarifies psychological foundations of education and training "(I. Radu, coord., Psychology education and development, RSR Academy Publishing House, Bucharest, 1983)

Educational Psychology is identified within some branches of applied psychology at the intersection of the results within general psychology and pedagogical science. It is located adjacent to the school psychology, special psycho-pedagogy, psychology, school guidance and counseling (see M. Zlate, 2000, p.59).

Confirms the status of school psychology courses psychology of education "branch of psychology" studying: a) the laws of mental and psychosocial activities for students throughout the various stages of development, b) psychological foundations of training and education, c) psychological foundations of the teaching methods, viewed as "action methods", d) teacher-student relationship in different situations and extra staff. The pedagogical focus surfaces at the level of:

- 1) Mission of the discipline - the training of future teachers; opening up horizons of modern education.
- 2) The structure of the discipline - a) Purpose and problematics, b) human psychological development, c) human learning; d) Specific forms of learning, e) personality and its knowledge; f) Class school as a psychosocial group, g) pedagogical issues of school and professional orientation (see P. Popescu-Neveanu M. Zlate T. Cretu, edited, 1987).

Note the pedagogical approach applied to the analysis of psychological problems with open content:

- A) development – training relation (which emphasizes the role of primary education according to Vygotski's conception);
- 2) complex development (cognitive, and noncognitive (affective, motivational, of personality);
- 3) reporting to the upper structures of the personality - ability, character, creativity;
- 4) recovery of learning inside the human psyche, that leverages fundamental human mental activity: a) cognitive processes - emotional - volitional, b) the general features of personality and character of particular skills, c) motivational resources and attention skills, d) potential other activities (play, work and creation) amid

higher recovery of language functions (knowledge, communication, self-control).

School psychology courses published after 1990, expanding the subject of research in a vision open to a multitude of problems: a) characterization of school ages, b) the personality of pupils at school, c) role of skills, d) methods of knowledge; e) teaching and learning theories; f) creativity, g) thinking and its role in schools and outside school; h) teaching communication i) learning motivation, j) psychosocial dimension of learning k) psychosocial perspective, the teacher (see A. Cosmovici L. James, coord., 1999).

"Educational Psychology" is defined in the narrow sense as a discipline that "studies the genesis, structure and psychic phenomena in terms of learning activities to increase their efficiency" (P. Golu, I. Golu, 2003, p.27). The core of the book is centered on three key processes in interdependent:

- 1) The training - based on methods, techniques, management styles;
- 2) Process learning - based on the application of psychological study learning styles and principles;
- 3) Development process - based on common traits recovery (state) and individual (the individual personalities).

"Tetrad training - education - learning - development" promotes a particular kind of interdisciplinarity with emphasis on the psychological side. In this sense: the training "means the transmission of information communication, education marks a process of" influencing, humanization, guidance, modeling the child's personality "learning aims" acquire experience "development reinforces learning experiences" qualitative structure of personality "that lead to cognitive independence, transfer capacity, reflexivity (ibid., p.18).

This approach is typical of educational psychology, developed in psychological science. On the other hand its fate is formative, but only limited of the area studied teaching. Thus, educational psychology / education "is based on teaching, learning objectives in language translation seeks psychological. It deals with knowledge that is taught, which form content as elements of the work training and skills that pricerile and actions "(ibid., p.28).

Pedagogical dictionaries suggest, naturally, a different approach to educational psychology at least at the level of formula adopted. Thus, in the Dictionary of pedagogy (1979, p. 381) is made to distinguish between educational psychology - psychology of school- pscopedagogy. In our study the definition of pedagogical psychology "an interdisciplinary science that studies the psyche in pedagogical perspective " to solve a series of specific problems (foundation of the teaching methods, school and professional orientation, individualization of training, identification of special casual).

A French pedagogical dictionary in the 1990s, defines educational psychology as " education science " studying psychological foundations of: a) learning (in the context of education and extracurricular) b) work performed by "actors education", c) teacher relationship - student, teacher - educational community, student - student etc. (Dictionnaire de pedagogy, 1996, 104).

In another dictionary of pedagogy, educational psychology, is defined as "the science of education" which examines pedagogical perspective, especially learning and education characteristics of actors (teacher and student) in the formative context (education, training, etc..) - see S. Cristea, 2000, p.320.

Finally, we point out that there are dictionaries of pedagogy that consider educational psychology as psychology science and psychology dictionaries that define psychology as a science of education. In the vision of a dictionary of German pedagogy, in the 1990s, translated by Polirom, psychology education is part of "psychological field dealing with the application of psychological theories to the field of teaching with the points of interest: the analysis of learning deficiencies, development and verification concepts of learning and teaching, optimizer learning process "(H. Schaub, KG Zenke, 2001, p.235).

On the other hand in a dictionary of psychology published in Romania in 1970s, educational psychology



is defined as pedagogical psychology. It aims to ensure "to use a scientific psychology theoretical knowledge to solving practical problems " in education and training field. (P.Popescu-Neveanu, 1978, p.577-578).

Line of development of education psychology and currently ranges between predominant psychological approach and pedagogical attempt fructification. The need for pedagogy autonomy is exacerbated by the fact that "psychology is still a young science that has its assets sufficeinte still pretty interesting theories and results in education." Excesses resulting from the application of psychological theories, explaining this situation, even recognized by the experts in the field of educational psychology. They evoke two important examples of educational psychology which is addressing only of the application of educational psychology:

a) "skinnerian drift" from the 1950s when "scientific revolution of higher education was the application of laws compliance tested on rats and pigeons;

b) piagetian enthusiasm " from the 1970-1980s, when it felt that" learning activity depends exclusively on the logical structures of intelligence ", thesis subsequently contradicted sociocultural constructivist theory, inspired by the work of Vîgotski.

Finally, we point out that the epistemological status of educational psychology and their specific language reflects the advantages and limitations of a broad interdisciplinary openness. We reproduce the definitions proposed in this literature as "a modern analytical perspective:

1) "a productive synthesis that brings science concepts (...) determinants of psychology and" education";

2) "a field of applications of psychology to education studying the requirements for effectiveness of the formative subjects, learning processes, learning and assessment;

3) study the genesis of human mental structures and functions processuality in the specific activities of formal and nonformal education and training;

4) the overall results of the investigation of science education, regardless of age "(Guilemard)

5) "The scientific application of psychological principles to education, pursuing the primary objective understanding and improving education, focusing on examinations of: a) learning in the context of training, b) the optimization of learning technologies, c) differentiation of learning, d) students' knowledge in context institutional e) the development stage of formal, informal and non (APA - American Psychological Association) - see I. Neacsu, 2010, p.20-21.

Educational Psychology. A model of pedagogical view

The model we propose has been tested in several situations and extra staff - the teaching of psychology course at a formal level of education (the university) and non-formal (in the university TV "Romania of Tomorrow").It has also been developed in educational psychology book entitled, "The modular design - the student's psychological development, academic learning, success / failure of the school, the personality of the teacher and the students` classroom" (G. Cristea, 2003).

Continuity line model is given by pedagogical perspective assumed during the five previously mentioned modules.It is opened by a preliminary way, what is important "specific educational psychology in the context of psychological sciences and science education."The object of study is to analyze the concepts, methodologies and psychological theories in a regulatory perspective, necessary to improve education and training activities within the educational system and process. Fundamental psychological concepts are interpreted and used in the formative effect.

General characteristics of psychological development, viewed from the side perspective emphasizes

teaching psychosocial personality development concentrated in stadiality. Knowing each stage of development is the fundamental premise for the design of the education and training.

The dynamics of mental development seen from the pedagogical view is concentrated in the relationship between heredity - environment - education. Against this background must be considered "at stadial psychosocial development: a) psihogenetics stadiality (such as cognitive and moral), b) psychodynamic stadiality (see picture stages, with pedagogical implications explicit and implicit).

School learning involves consideration of the evidence base neurodynamics pedagogical perspective and types, shapes and levels of expression in social and educational context.

Dynamics of school learning as psychosocial activity requires an understanding of actions and operations that contribute to a final order of teaching. Educational level, learning objectives should be interpreted as an action subject to training, with teaching and assessment activities. On the other hand psychological theories of learning should be pedagogically exploited as models of normative and prescriptive training, as requested by J. Bruner (1970).

Success / failure of school teaching should be defined as operational concepts, determined by four factors: biological, psychological, social and pedagogical. They are involved in the necessary correlation between teacher and student. It noted the importance of psychological cognitive factors, but also the social and noncognitive factors (reported in reference community). Pedagogical factors, dependent on the teacher are focused curriculum design capacity of the education / training.

Student and teacher personality analyzed pedagogical perspective involves a "structural-systemic approach" (overall size - private - concrete, temperament - skills - character - creativity). Knowledge and fully capitalize on the student's personality (through various instruments) is the premise of individualization of education / training and pedagogical competence of the teacher sample ("the effective personality").

Psychosocial classroom as a group, made in school organization, leverages the proposed aims of the educational process. Constitute the background correlation psychosocial teacher - pupil level is improved "education group" by capitalizing on group dynamics, analyzed by means of operational concepts (role, status, leadership / formal and informal). Own classroom dynamics, requires the use of all resources existing in the relations between individuals formative teachers - pupils, students - students.

As a final conclusion, we are defining a concise definition suggested by D.P. Ausubel proposing a line of research of interdisciplinary between pedagogy and psychology. Educational psychology is a sub-branch of pedagogical theory (our emphasis). Its mission is empirical and logical statement between the variables in the educational environment and behavior acts reflected in the aims of school, of education and training generally and particularly. The variables of the education environment are psychological (mental skills, motivation for learning, the teacher's cognitive resources; the dependent variables of the education process, especially related to the teachers are pedagogical. They are employed in designing and the achieving training activity in the classroom context, of the school organization, of educational community (see D.P. Ausubel; F.G. Robinson, 1981, p 26-31).

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