

BUILDING ATTITUDE EXPLORATION- A COGNITIVE LEARNING PARADIGM

K. Madhavi,
Assitant Professor
Department of MBA
AITAM College
Srikakulam
Andra Pradesh

D. Pranaya
Assitant Professor
Department of MBA
AITAM College
Srikakulam
Andra Pradesh

Introduction

In cognitive learning, the individual learns by listening, watching, touching, reading, or experiencing, then processing and remembering the information. Cognitive learning might seem to be passive learning, because there is no motor movement. However, in cognition, the learner is quite active in processing and remembering newly incoming information.

Cognitive learning enables us to create and transmit a complex culture that includes symbols, values, beliefs and norms. Because cognitive activity is involved in many aspects of human behavior, it might seem that cognitive learning only takes place in human beings. However, many different species of animals are capable of observational learning. For example, a monkey in the zoo, sometimes imitates human visitors or other monkeys. Nevertheless, most information about cognitive learning is obtained from studies on human beings.

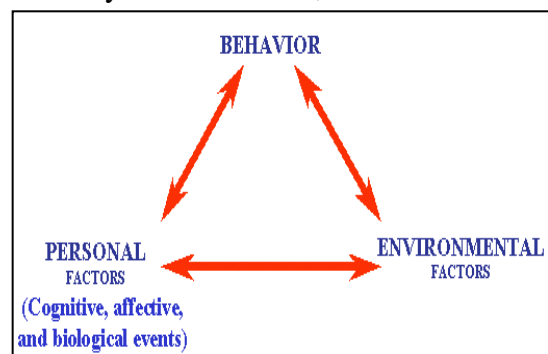
Source: *Social Cognitive Theory Illustration (Pajares, 2002)*

Objectives of this Article:

- This article tries to elucidate the exploration mechanism with attitude variable through cognitive learning.
- It also tries to create an ample of scope for learning mechanisms.
- For transformation of a typical mindset to a dimensional mindset which also reflects the transcendental effect of attitude exploration.

Cognition:

The term cognition (Latin: *cognoscere*, "to know", "to conceptualize" or "to recognize") refers to a faculty for processing of information, applying knowledge, and changing preferences. Cognition, or cognitive processes, can be natural or artificial, conscious or unconscious. These



processes are analyzed from different perspectives within different contexts, notably in the fields of linguistics, anesthesia, neurology and psychiatry, psychology, philosophy, anthropology, computer science. Within psychology or philosophy, the concept of cognition is closely related to abstract concepts such as mind, intelligence, cognition is used to refer to the mental functions, mental processes (thoughts) and states of intelligent entities (humans, human organizations, highly autonomous machines and artificial intelligences).

Attitude Exploration:

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Zimbardo et al., 1999). In the opinion of Bain (1927), an attitude is "the relatively stable over behavior of a person which affects his status." "Attitudes which are common to a group are thus social attitudes which may redefine the social 'values'. Attitude is the status-fixing behavior. This differentiates it from habit and vegetative processes as such, and totally ignores the hypothetical 'subjective states' which have formerly been emphasized.

North (1932) has defined attitude as "the totality of those states that lead to or point toward some particular activity of the organism. Therefore attitude is the dynamic element in human behavior, the motive for activity." For Lumley (1928) an attitude is "a susceptibility to certain kinds of stimuli and readiness to respond repeatedly in a given way—which are possible toward our world and the parts of it which impinge upon us.

Relation of cognition for attitude exploration:

Research has shown that cognitive skills are a determining factor of an individual's learning ability. Cognitive skills are mental skills that are used in the process of acquiring knowledge and the skills that "separate the good learners from the so-so learners." In essence, when cognitive skills are strong, learning is fast and easy. When cognitive skills are weak, learning becomes struggle.

By justifying these points we can convey that cognitive skills are prerequisite for attitude exploration.

Related Literature on Cognition:

- Kelly's Personal Construct theory eschews the use of the term "learning" altogether, but provides a model of how individuals make sense of the world and how this changes.
- Kolb's work on the Cycle of Adult Learning (building on the work of Kurt Lewin) provides a useful model, which develops into a theory of learning styles.
- Pask distinguishes between holist and serialist learning strategies, which can relate issues of subject discipline, teacher and student preferences to account for differences in learning/teaching effectiveness.
- Similarly, Hudson distinguishes between convergent and divergent cognitive styles, characteristic of students with different interests and academic careers.
- Bateson disentangles various levels of learning, in which each lower level is contextualized by the one above.
- Festinger's theory of cognitive dissonance tries to account both for some perverse aspects of learning and failure to learn, but also for readiness to learn.

The Cognitive Triad

Cognitive Behavioral Theory describes the role of cognition (knowing) to determining and predicting the behavioral pattern of an individual. This theory was developed by Aaron Beck. The Cognitive Behavioral Theory says that individuals tend to form self-concepts that affect the behavior they display. These concepts can be positive or negative and can be affected by a person's environment.

Cognitive Behavioral Theory further explains human behavior and learning using the cognitive triad. This triad includes negative thoughts about:

1. The self (i.e. I am rubbish)
2. The environment (i.e., the world is irrational)
3. The future (i.e., my future is doomed)

Conclusion:

Although cognitive learning is a continuous process, there is a very less chance of any discrepancies through the art of learning. It grew in response to behaviorism. Additionally we can say that knowledge is stored cognitively as symbols and learning. It is the process of connecting symbol in a meaningful and memorable way. Many employees find themselves stuck in dead-end jobs that do not tap into their true vocational potential due to weak cognitive skills. In the later years of life, lack of cognitive skills — poor concentration, the inability to focus, and memory loss — is a common problem that accompanies us.

It should be noted that, ***irrespective of age, cognitive skills can be improved with right training. Cognitive skills can be strengthened, and can be enhanced to increase ease and performance in learning.***

Workcited

- Atherton J S (2011) *Learning and Teaching; Aspects of Cognitive Learning Theory*
- ARGYRIS C and SCHÖN D (1978) *Organizational Learning: a theory in action perspective*
New York: Addison-Wesley
- ASCH S E (1955) "Opinions and Social Pressure" *Scientific American* 193 (5) pp. 31-35
- ATHERTON J S (1999) "Resistance to Learning: a discussion based on participants in in-service professional training programmes" *Journal of Vocational Education and Training* vol.51, no 1, pp 77-90
- ATKINSON R C and SCHIFFRIN R M (1968) "Human memory: a proposed system and its control processes" in K T and J W Spence (eds.) *The Psychology of Learning and Motivation* vol 2. London; Academic Press
- ATKINSON R L, ATKINSON R C, SMITH E , and BEM D J (1993) *Introduction to Psychology* (11th edition) Fort Worth TX: Harcourt Brace Jovanovich
- AUSUBEL D P (1968) *Educational psychology: A cognitive view*. New York: Holt, Rinehart and Winston
- BANNISTER D and FRANSELLA F (1986) *Inquiring Man: the psychology of personal constructs* (3rd edition) London: Rutledge
- BANNISTER D and MAIR J M M (1968) *The Evaluation of Personal Constructs* London: Academic Press
- CANDY P (1981) *Mirrors of the Mind: personal construct theory in the training of Adult Educators* Manchester: University of Manchester Department of Adult and Higher Education, Manchester Monographs 16.
- DALE E (1969) *Audiovisual Methods in Teaching*, New York: Dryden Press.

- DAVE R H (1975) in *Developing and Writing Behavioral Objectives* (R J Armstrong, ed.)
Educational Innovators Press
- REYFUS H L and DREYFUS S E (1986) *Mind over Machine: the power of human intuition and
expertise in the era of the computer* Oxford; Basil Blackwell
- ENTWISTLE N (1981) *Styles of Learning and Teaching; an integrated outline of educational
psychology for students, teachers and lecturers* Chichester: John Wiley (0 471 10013 7)

WEB LINKS

- <http://library.thinkquest.org/26618/en-5.5.3=cognitive%20learning.htm> accessed on
January 01, 2012 at 10:30AM
- <http://genetics.biozentrum.uni-uerzburg.de/behavior//learning/classical.html> accessed on
January 02, 2012 at 12:30PM
- <http://genetics.biozentrum.uni-uerzburg.de/behavior//learning/operant.html> accessed on
January 02, 2012 at 1:30PM
- <http://www.experiment-resources.com/cognitive-learning-theory.html> accessed on
January 03, 2012 at 3:00PM
- <http://www.audiblox2000.com/learning-ability.htm> accessed on January 03, 2012 at
7:00PM