4. Affective Learning

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INTRODUCTION:

The teaching objectives are generally divided into three domains. They are:

1. Cognitive Domain
2. Affective Domain
3. Psycho Motor Domain

Cognitive Domain: It refers to the act of thinking, internal wish or a sensible activity.
Affective Domain: It refers to the Emotions, Attitude and Belief.
Psycho Motor Domain: It refers to the physical activities of the body.

These three domains reflect the personality traits of a man. The prescribed school curriculum tries to develop these three types of domains to the learner to become a full fledged man of the society. But, in contrast, the Affective Domain is not given its due importance; whereas the curriculum makers and the teachers show more interest in the Cognitive Domain and Psycho motor Domain because of feasibility in measuring its values. It is the part of the personality development of a man. The growth and achievements of these measurable domains can be visualized and assessed. For example: The students derive answers for the problems and draw diagrams in the Maths test and draw scientific pictures.

The growth of education can be easily assessed by evaluating the Cognitive and Psycho motor activities. The objectives of these domains and the activities are vividly designed in the curriculum. It is measured based on the targets achieved by the learners. All the methods of activities are properly assessed in these two domains. In the Affective Domain the principles, Targets and objectives are well framed, but the paucity of proper assessment tools fail in its accuracy. There is more possibility for advice in Affective Domain than the measuring activity. Some of the values of the domain are: The personal and Interpersonal well being, self-concept, Self-Image and personality development.
4.1 TAXONOMY OF OBJECTIVES UNDER AFFECTIVE DOMAIN

According to Benjamin Blumin, the development of the learners can be classified under three domains. They are:

1. Cognitive Domain
2. Affective Domain
3. Psycho motor Domain

In each of the domains, the teaching objectives are arranged in an hierarchical order.

4.1.1 THE OBJECTIVES OF TEACHING EDUCATION:

Though the objectives teaching have been defined in various ways it is Benjamin Blumin’s Taxonomy became popular and important.

1) The cognitive development of the students in various fields
2) Stimulation of students emotions and feelings
3) Developing the students activity skills

are considered as the important objectives of teaching.

4.1.2. COGNITIVE DOMAIN

In general, cognitive domain develops the cognitive level of the students in various areas. It consists of the following objectives.

1. Knowledge
2. Understanding
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Learning in the cognitive domain refers to the Knowledge stage. From Knowledge, it moves to the level of Understanding. In a new environment, the Application of the new Knowledge is Analysed, Synthesized and Evaluated. All these objectives are incorporated in teaching. But in the Primary level, the first three levels of objectives only can be achieved.
But in the present situation, the teachers thrust information upon the learners. It has been found in a research study that nearly 80% of the memorized information are forgotten by the learners because it is not applied in life situations. So, instead of stressing the students for memorization of concepts or information, opportunities must be provided for application of the Knowledge in real life situations. In the higher level, the learners must be involved in Analyzing, Synthesizing and Evaluating the content related gathered information.

4.1.3. AFFECTIVE DOMAIN:

It states the stimulation of students’ feelings and emotions.

Objectives:

1. Appreciation
2. Interest
3. Attitudes
4. Value System
5. Character Formation

The above mentioned Affective Domain qualities must reach the learners through Teaching Learning Activities.

4.1.4 STAGES OF AFFECTIVE DOMAIN:

1. Students readiness for stimulation or willingness to gain information
   a) Awareness of stimulation
   b) Interest
   c) Selected concept
2. Expression of Emotion (Stimulation based action)
3. Understanding the value of received information
4. Integrating our values with the other values and establish relationship
5. Behavioural changes are based on the understanding of values

Learning environment in Affective Domain:

1. Learning environment provides protection, broad mind and confidence
2. Learner centered Teaching Approach
3. Individual differences are expressed by problem solving and analysis approach
4.1.5 PSYCHO MOTOR DOMAIN:

Psycho motor deals with the nervous system of the learners. Developing the activity skills of the learners is the basic aim of Psycho motor domain. In this,

1. Motivation
2. Response
3. Self restraint
4. Synchronization
5. Rhythm

The psycho motor activities are considered important because of its relevance in subjects like Maths and Science to develop manipulative skills.

1. Developing the experimental skill
2. Developing the constructional skill
3. Developing the problem solving skill
4. Developing the observation skill
5. Developing the Drawing skill

The objective of manipulative skills includes all the above mentioned skills which take place generally during examinations.

4.1.6 DEFINING THE OBJECTIVES OF TEACHING

The gained knowledge of the students cannot be measured by mere observation. The teacher may measure the expected learning outcomes on the basis of the students recalling of the information learnt. This can be done by conducting a test at the end of a unit or lesson. The achievement of the learner can be assessed by evaluation.

Before teaching a lesson if the teacher states the Expected Learning Outcomes and Behavioural changes of the learner, then it is known as Behaviour objectives. When the objectives are clear, the goals of the teacher are determined. In order to achieve the goal, the teacher can plan the methods and the teaching activities. At the end of teaching, the expected learning outcomes are tested by the teacher by preparing the necessary assessment tools.
The development of cognitive and affective domain takes place mostly in the classroom climate. So, the teacher should explicitly define objectives of the lesson before teaching. According to Robert Mager, the specific objectives define the teaching activities. The following three questions are to be answered for effective teaching learning experience.

* What does the teacher want to teach?
* How does the teacher assess his teaching?
* What are the materials and methods required for effective teaching?

4.1.7 BEHAVIOURAL OBJECTIVE

Knowledge is immeasurable, invisible and indefinable. Recapitulation and Recognition of the correct answers by the learners are the behavioural outcomes. So, the outcomes of the learners are called Behaioural objectives.

Before teaching any lesson, the Expected Learning Outcomes and the Behavioural objectives are to be mentioned as the General Objectives. The General Objective and the Behavioural Objective can be known from the below mentioned table.

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4.2 LEARNING OF LIFE VALUES:

Value Education: It is the utmost responsibility of the teacher to develop the cognitive skills of the learners in the classroom. The responsibility of the teacher does not end with this. The primary objective of education is to produce the best citizens of our country and this can be achieved by inculcating the good values among the learners. Value education strives to develop the good attitudes among the students.

During the ancient period and in the Medieval period, the religious institutions around the world taught education to the society. Education on Religion and its philosophies were through these institutions. This education was called Religious education. It had its own advantages and limitations. A group of obedient and god fearing students with religious faith sprang out of this system.

4.2.1 Types of values:

Values are divided into four types.
1. Personal values
2. Cultural values
3. Social values
4. Professional values

Personal values: A person’s behaviour with good values is known as personal values. The noticeable values of a man are Honesty, Truth, Reliability and cordial relationship with others.

Cultural values: The values of Language, Religion, Sect and Provincial term are shared uniformly with others. These sharing of traditional culture is called Cultural based values.

Social values: To behave/express oneself in a public place is known as social based values.

Professional values: We follow certain values like punctuality, equality, cordial behaviour, and dedication to attain success in our work. This is called professional values.
4.2.2 EMPHASIZED VALUES OF MAHATMA GANDHIJI:

During the Indian Freedom struggle, Gandhiji stressed that the qualities of Secularism, Democratic principles, Equality and social justice must be developed among the learners. In addition to this the characteristics of Truth, Simplicity, Peace, Ahimsa, Tolerance, Cooperation and the Desire for Knowledge are to be inculcated among the children.

4.2.3 ROLE OF TEACHERS IN DEVELOPING VALUE EDUCATION:

The duty of the teacher is very important in developing the value education among the learners. First, the teacher should understand that the value education is not secluded from Knowledge education and Technical education. These values are integrated in the school curriculum in order to inculcate among the learners through different types of school activities. Students benefit from these value based activities. These activities take place based on good feelings both inside and outside the classroom. In games, the activities like team spirit, team cooperation, adjustment are developed only in the school level. The teacher must decide and develop the value education in the classroom activities as well as in the extra curricular activities. So, the role and contribution of a teacher in developing value education among the learners is considered very important.

4.2.4 VALUES AND BEHAVIOUR

1. The teacher helps to create a safe environment of love and truth in the school for the learners.
2. The teacher must be aware of the students’ physical, cognitive and the characteristics of the children.
3. The teacher should teach the importance of value education by incorporating with the real life situations. The student must be able to differentiate between Truth and Imagination.
4. The teacher uses songs, stories and subject based activities to reinforce value based behaviour among the learners.
5. The teacher while teaching value based education should not quote examples or stories other than Truth.
6. The teacher must be a role model for teaching value education. A teacher must be honest and punctual to teach honesty and punctuality to the students. This would inspire the learners to adapt these values in their life. Therefore the teacher trainees must bear in mind the above mentioned values.

4.2.5 LEARNING OF LIFE ORIENTED VALUES:

- Adapting to the learnt values
- Learn to respect relationships
- Respect the society
- Respect the environment

These above mentioned values are to be sincerely followed in life.

4.2.6 NEED FOR VALUE EDUCATION:

Some people raise doubts and questions about the necessity of teaching value education in the schools. Some believe that a good education would naturally inspire the children to develop good values on their own in their future life. Yet, the following reasons would justify the need of value education in schools.

1) The rapid growth of Science and Technology has drastically changed the life style of the people in the society. There are various factors for the deterioration of peaceful life in man. The progress of science and technology is leading man towards the path of destruction. So the future generation must be guided properly and stimulated to use the benefits of science in a constructive way.

2) The influence of the western culture is degrading our old traditional values. The value based education will regenerate the values of traditional Indian culture.

3) Each and every one has to face different types of challenges and problems in the family, in the profession, in the society, and in the political life. At times the individual may have to solve the problems either individually or in group. The individual must possess the decision making capacity to solve the problems. So, it is essential for every one to possess good qualities for effective decision making.
The value based education promotes these values among the learners.

4) Some students become addict to bad habits like smoking, drinking and drugs. By providing value based education in the school level these unwanted bad habits can be eradicated and prevented among the learners.

4.2.7 GENERAL OBJECTIVES OF VALUES EDUCATION:

The general objectives of providing education in the schools are mentioned below:

1. The basic human qualities are to be developed among the students in the early stages. Cleanliness, Truth, Non-violence, Hard work, Compassion, Equality, Equal Justice, Secularism, Democratic principles, Cooperation, Courage, Scientific look, Environment safety, Productive skill, Small family norms.

2. Each and every individual has to be helped to become a responsible citizen by progressing himself in the society.

3. The socio economic factors of our country are discussed with the students thereby creating awareness to solve the problematic issues of our society.

4. The language issues, Caste disparities, Gender differences and Sect problems are to be avoided. Instead the best thinking and the best qualities of thought should be taught to the children.

5. Help the learners to possess self-respect and develop their inner skills for the desirable social behaviour.

6. Develop positive thinking about themselves, good ideas about his society and country and other nations, good opinion about his environment and other religions.
4.3 DEVELOPING POSITIVE ATTITUDE

4.3.1 Attitude

An attitude is a hypothetical construct that represents an individual’s degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place or thing or event. This is often referred to as the attitude object. Attitudes are judgements. Most attitudes are the result of direct experience or observational learning from the environment.

4.3.2 Characteristics of Attitude

It is identified that there are three common factors in Attitude. They are Thinking, Feeling and work attitudes. Thinking attitude refers to Belief. This reflects the ideas of one’s ideas. The feeling or emotions of Attitude is called value. The value refers to one’s positive or negative or neutral attitude towards an object. The third division of Attitude is known as work attitude. It denotes the Readiness to act.

Our different attitudes are developed at the infant stage itself through Conditioning, Imitation and Instruction.

4.3.3 Positive Attitude

Positive Attitude is based on the feelings of one’s self – concept, success, love, security, respect and belief.

4.3.4 Positive Attitude Development

- Train the learners to develop positive attitude by advising them to adapt Positive Auto suggestions.
- Initialising the self – confidence of the learners by narrating the stories of great personalities with disabilities.
- Do not the feelings of the learners by labeling and putdowns.
- Channelize the students talents and interests in the activities of their choices and help them to succeed.
- Don’t hurt the feelings of students by unfair comparison with others.
4.3.5 Uses of Positive Attitude

Students with positive attitude are active and have self – confidence and feeling of success. They are co-operative, disciplined and self – controlled. They would continuously try to enhance their skills. They develop interest in social activities and take part actively in groups.

4.3.6 Changes of Negative Attitude

- Explaining the Concepts or ideas of Negative Attitude or the positive aspects directly.
- Causes for the occurrence of negative attitude is understood.
- Recalling the objects or materials of negative attitude repeatedly in a favourable backgrounds.
- Opportunities to receive the first hand experience of the Negative Attitude environment.

4.4 Emotional Intelligence

4.4.1 Definition of emotional intelligence

Several Educational Psychologist defined Emotional Intelligence in many ways. In 1990, have Jack Mayer and Peter Salorey in their research study have familiarized the concept of Emotional Intelligence. They defined Emotional Intelligence as:

1) “Emotional Intelligence is a part of social intelligence. It is the skill of understanding and organizes one’s own feeling, emotion and also the others. Emotional Intelligence has the potentiality of enhancing one’s thoughts and activities in order”

2) S.Hein defines, Emotional Intelligence is the innate potential to feel, use, communicate, recognize, describe, identify, learn from, manage, understand and explain emotions.

3) Lea Brove Dani defines Emotional personal intelligence is the skill of understanding one’s feelings and emotions and helps us to organize oneself and strengthens the acquired skill with others.
4.4.2 Nature of Emotional Intelligence

1. It is an innate potential.
2. This level varies from each child.
3. It has the skill of understanding emotions.
4. It includes Feelings and Retention.

Emotional Intelligence consists of Emotional Sensitivity. Emotional Analysis and problem solving, organized Emotional Learning. The children are born with the different levels of the above mentioned skills. These skills are either developed and enhanced or completely affected depending upon the way the child is brought up.

For Example: A child may be receptive to the music sound. If the same situation to develop the music skill is provided, then the child may become like M.S Subbhu Lakshmi. If not, this particular music skill may perish with the child. Family environment plays an important role. If Emotional Intelligence is not trained properly, they use the emotions in the wrong way.

4.4.3 Sub Divisions in Emotion Intelligence

Jack Mayer and Peter Salovey list out four sub divisions of Emotional Intelligence. They are:

- Emotion Appraisal and an Expression of emotion.
- Emotional Fawlitiation of Thinking.
- Understanding and Analysing Emotions.
- Emotional Integrating and providing self- development.

4.4.4 Emotion Appraisal and Expression of Emotion

1. Ability to identify emotion in one’s physical states, feelings and thoughts.
2. Ability to identify emotions in other people designs, artwork etc., through languages and, appearance and behaviour.
3. Ability to express emotions accurately and to explain needs related to those feelings.
4. Ability to discriminate between accurate and in accurate or honest versus dishonest experiences of feeling.
4.4.5 Emotional Facilitation of Thinking

Emotion prioritize thinking by directing attention to important information. Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.

4.4.6 Understanding and Analysing Emotion

- Solving Emotional problem.
- Understanding the connection between Emotion, Thinking and Activity.
- Ability to label emotions and recognize relations among the words and the emotion themselves. (such as the relation between liking and loving)
- Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies alone.
- Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.

Ability to recognize likely transition among emotions

Transition From anger → Satisfaction

From anger → Shame

4.4.6 Reflective Regulation of Emotion

to promote Emotional and Intellectual growth

1. Ability to stay open to feelings both those that are planned and that are unpleasant.
2. Ability to reflectively enjoyable or detach from one emotion.
3. Ability to reflectively monitor emotions in relation to oneself and others.

Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant.
To see God in all things is Pantheism. Vallalar, a Yogi, expressed his sympathy at the pathetic condition of the grains without water. This is not an emotional outburst. This is the result of sixth sense which every one possesses. The following story of Sanjevagan also is based on cognitive and affective domain activities. His activities guided with knowledge and intelligence helped him to save his father’s life. When an emotion is controlled and guided by cognitive activities, a sense of satisfaction, happiness, success can be achieved in one’s work. So, the teacher trainees must bear in mind for their successful future in life.

CARE FOR ELDER:

Analventhan, a king, ruled Sengazhukundram. His name conveys the meaning of Heat waves. Likewise his words and actions also denote the same. On one fine morning, he considered that the elders are a burden to the society and so he ordered them to be brought to one place. This sudden order of the king really disturbed his bodyguard Sanjevagan, who had an old father.

Sanjevagan did not want to lose his father and he did not have any other relation to live with. He wanted to put an end to his life. But his father prevented him from doing so. He suggested his son to hide him in his own house.

One day, a stranger met the king and informed him that there was a golden cup glowing under the sea. On hearing this, the king and his ministers wanted to see immediately. Sanjevagan disguised his father as a woman and they accompanied the King. It was a long and tiresome journey. So, all felt thirsty including the king. They could not find water to quench their thirst. They became tired. Sanjevagan’s father who was in disguise came to the rescue. He directed his son to take a cow for grazing that would trace out the source of water. Sanjevagan carried out the suggestions of his father and everything happened as he predicted. Every one could refresh oneself and the king praised his bodyguard for his wise act.

They continued their journey to the seashore. Suddenly, there was a sudden downpour and got drenched in the rainwater. They took shelter in a nearby rest house. Every one felt cold. The king wanted someone to fetch fire from the nearby place and he ordered the
soldiers. But none could bring it safely because of the rain. Sanjevagan’s father who watched this called his son. He suggested to his son to carry a pot filled with one fourth of sand by keeping it in a broad vessel. The pot to be covered with another pot. He advised him not to bring burning things but black hot Gangugal from which fire could be made. He asked him to place it in the sand pot. Sanjevagan followed his father’s instructions obediently. The king was surprised and appreciated him for his successful attempt.

Finally, they reached the sea shore. There they saw the glowing golden cup under the sea. Being attracted by the beauty of the cup, the king was ready to offer any thing to the one who could bring it safely. Again it was Sanjevagan’s father who was in disguise helped his son to get the cup. He told him that the cup was not under the sea and what people noticed was only the reflection of the cup which was placed in a nearby mountain.

It was a continuous success for Sanjevagan and the king could not believe his eyes. The king asked him the secret of his victory. Then the body guard politely revealed everything in detail. It was because of his experienced and old father he managed to fulfil the desires of the king and he must be allowed to live without being disturbed. Then, the king realized his mistake and withdrew his order. He also ordered that none should do any harm to elders.

Therefore, elderly people are to be respected and not to be neglected. They are to be cared by all sections of the society. (Pity, Compassion, Love, Humanity, Helping tendency are some of the values to be learnt.)

4.6. VALUE PROFILE FOR TRAINEES:

The aim of education is the manifestation of perfection in man. The training by which the current and expression of will are brought under control & become fruitful is called education.

A teacher is one who promotes the students, resources and develops educational skills from the primary level to the university level. A teacher is a facilitator to develop the necessary basic human and social values through content and in practical situations. A teacher must be duty conscious, maintain dignity, follow discipline and must care for the growth of a society.

A teacher is trained to acquire the pedagogical knowledge to transfer the content knowledge successfully to the learners. Clear understanding of curriculum, teaching
learning methods and approaches, students psychology, social expectations, values are provided in the training. To become an efficient teacher, a trainee has to develop the skill of classroom management, school management, time management, organisation, enquiry, framing questions, self-discipline and self-control.

4.7 SUMMARY:

General objectives and behavioural objectives of Benjamin Bloom are well defined in his Taxonomy. The ways of converting the general objectives into behavioural objective is also clearly explained.

Education which develops good attitude is called Value Education is extremely essential for the children, so that they become a responsible & good citizen of a country. It helps to create good values among the learners.

The aim of traditional method of value education insisted in the prevention of bad values. It functioned on basis of Negative control. The present system of Value education provides opportunities to correct the wrong values. The National Education Policy of 1986 have suggested some ideas to eliminate bad values among the students.

Thinking, Emotion and Activity are the three factors of Attitude. In this Thinking-Belief, Emotion-Values and the Activity -Readiness is mentioned. Our different attitude are installed among the children by adopting instruction.

Jack Mayor, S. Haein, Liprovehani have mentioned their definitions about Emotional Intelligence. Emotional intelligence is divided into four divisions.

Psychologists have stated values as attitude where as Sociologists defined values as Social behaviour which means ‘Live together in Unity’. The values of a teacher trainee mentions about the thinking & feeling of the trainees about the teacher training Institution.