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THE EDUCATING ENGINEERING STUDENTS IN PSYCHOLOGY

Abstract: In teaching and learning and building self-confidence and behavior and look for bright future or expect outcome in all walks of life, a human being needs to acquire an intelligence of psyche which help overcome the issues concerning socio-culture and communicate with someone. Furthermore, this kind of intelligence is not new in social sphere of life but needs to improve and follow in order to attract and find out the intuition of anyone and their character from all sides. This psyche gives learners at the higher education system a tremendous knowledge and experience. This paper highlights the features focus on psychology and its impact on social life and human.

Key words: self-confidence, intelligence, psychology, psyche, social life.

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Introduction

In learning human kind is very complicated task for anyone who want to closely know because everybody has a broad range of characters and intuitions, emotions and other innate skills which we have to reveal by methods of psychology which help clear out main aspects of human traits. Psychology we recognize in human may differentiate due to not fully being aware of internal and external, physiological, emotional features. Furthermore, in academic studying, some peculiarities of psychology were identified by some scholars (Pintrich, 2004; Trawick & Corno, 1995), who stated that self-regulated learning is viewed as a process in which students actively and constructively monitor and control their own motivation, cognition and behavior toward the successful completion of academic tasks as well as academic self-regulation refers to self-generalized thoughts, feelings, and actions intended to attain specific educational goals, such as analyzing a reading, assignment, preparing to take a test or writing a paper. Even at the university level, most students lack effective strategies to process information adequately or to take notes, they lack strategies to learn procedural knowledge effectively. However, according to (Zimmerman, 1990; Ertmer and

Newby, 1996) a self-regulated student is motivated to accomplish academic task, sets realistic goals relative to the task, uses specific learning strategies, self-monitors the strategy effectiveness, and adjusts the learning strategies to ensure the likelihood of success; they consider learning as a systematic and controllable process; they accept greater responsibility for their achievement outcomes. Besides, expert learners identify what the current task requires in terms of cognitive, motivational, and environmental strategies and determine if their personal resources are adequate to effectively accomplish the task. We highlight the features of self-regulation in psychology in educational area of study in this paper.

Self-regulation in educational psychology

Educational psychology is the branch of [psychology](#) associated with the scientific study of human learning. In the learning processes, from both [cognitive](#) and [behavioral](#) perspectives, scholars are able to comprehend features in their [intelligence](#), [cognitive](#) development, affect, [motivation](#), self-regulation, and self-concept, in academic learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities

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related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan.

Recent research has provided evidence that self-regulation strategies may be embedded within instruction. According to statement of Du Bois and Staley (1997) an educational psychology course designed to help pre-service teachers comprehend self-regulated learning and incorporate it into their teaching. What's more, McCombs (1989) has indicated that instructional interventions can help enhance existing capacities and skills for learners who have learning difficulties. Previous research also showed that metacognitive strategies such as learning journals improve academic learning and achievement (Cazan, 2012).

According to some scientists, self-regulated learning relates to several categories of strategies: motivational, metacognitive, behavioral, and cognitive.

Motivation, metacognition, and volition are associated with providing and managing the learning period. On the contrary, cognitive strategies support the processes that lead most directly to the production of knowledge.

Meta-analysis studies showed that unstructured interventions, in which students were taught cognitive strategies, such as mnemonic devices or graphic organizers, had the strongest effect on performance and a moderate effect on affect.

Some scholars such as (Hattie, Biggs, & Purdie, 1996; Boekaerts & Corno, 2005) made a further investigation on the issues concerning on a combination of metacognitive, cognitive, and motivation strategies, those were effective for performance. Besides, they claimed that the use of learning strategies is domain-specific and students can be trained to extend their metacognitive knowledge base and make it more coherent.

However, Winne (1995) stated that success of these teaching interventions critically depends on the teachers' efforts to help students bring newly learned self-regulatory strategies on automatic control. Boekaerts, Koning, & Vedder (2006) deduced a research on the classroom practices that facilitate and undermine the quality of students' engagement in the classroom.

The Philosophy of Psychology

Additionally, according to the statement of David Fontana (1995:13), each individual stands at

the center of a complex matrix of interrelated influences, each of which must be taken into account if we are to comprehend the way in which the individual lives his or her life. In the case of the child this matrix is of particular importance. Still at an early formative stage in development, the child is very much dependent upon other people's behavior. When the teacher, for example, speaks critically of the child's performance in a particular subject, the child may get the impression that this indicates he or she lacks ability in it, and future performance may deteriorate even further. If we are to help that child improve his or her standards we must look therefore not only at the gaps in their knowledge but at the way in which the teacher, albeit unwittingly, has been undermining the child's confidence in his or her own potential. Psychology also helps us answer some of the questions on the origins of individual differences. Are we *born* different, or do we simply *become* different as the result of experience? Put another way, are individual differences genetically or environmentally determined? By individual differences we mean not only intelligence but also such things as personality, creativity and motor skills. As we shall see, these answers are of critical importance for the teacher since they indicate some of the limits to the influence which education can have upon our lives. If individual differences are largely inherited, then there is little that education can do beyond developing what is already there. If, on the other hand, these differences are mainly the result of environment, then education has an enormous potential to redress and alter the consequences of early disadvantage and to help all children achieve the same high standards.

Conclusion

In learning a subject or psychology, we became aware of psychological traits of human kind and his behavioral attitude towards environment where people live in and work. Psychology teaches learners how to control oneself such as self-regulation and the process of cognitive, metacognitive and motivation. Furthermore, learners study the psychology in order to comprehend the world and the individuals who live and their behavior, emotion, strong feelings and attitudes to each other and their internal and external traits.

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