

# Nature and characteristics of learning

**By:- Bhagawati Ray**

# Learning

## **Meaning**

- Learning is reorganization of experience.

## **Definition**

- According to Gill Bert, “A process resulting in some modification relatively permanent of behaviour.”
- According to Skinner, “Learning is process of progressive behaviour adaptation.”

# NATURE OF LEARNING

- **Learning is Universal.** Every creature that lives learns. Man learns most. The human nervous system is very complex, so are human reactions and so are human acquisition. Positive learning vital for children's growth and development.
- **Learning is through Experience.** Learning always involves some kind of experience, direct or indirect (vicarious).

- **Learning is from all Sides:** Today learning is from all sides. Children learn from parents, teachers, environment, nature, media etc.
- **Learning is Continuous.** It denotes the lifelong nature of learning. Every day new situations are faced and the individual has to bring essential changes in his style of behaviour adopted to tackle them. Learning is birth to death.
- **It results in Change in Behaviour.** It is a change of behaviour influenced by previous behaviour. It is any activity that leaves a more or less permanent effect on later activity.

- **Learning is an Adjustment.** Learning helps the individual to adjust himself adequately to the new situations. Most learning in children consists in modifying, adapting, and developing their original nature.
- **It comes about as a result of practice.** It is the basis of drill and practice. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition. Every time practice occurs, learning continues.
- **Learning is a relatively Permanent Change.** After a rat wake up from his nap he still remembers the path to the food. Even if you have been on a bicycle for years, in just a few minutes practice you can be quite proficient again.

- **Learning as Growth and Development.** It is never ending growth and development. At reach stage the learner acquires new visions of his future growth and news ideals of achievement in the direction of his effort. According to Woodworth, “All activity can be called learning so far as it develops the individual.”
- **Learning is not directly observable.** The only way to study learning is through some observable behaviour. Actually, we cannot observe learning; we see only what precedes performance, the performance itself, and the consequences of performance.

## characteristics of learning

1. Learning is growth.
2. Learning is adjustment.
3. Learning is organising experience.
4. Learning is purposeful.
5. Learning is active.
6. Learning is both individual and social.
7. Learning is a product of environment.
8. Learning affects the conduct of the learner.

## Principles of learning

- 1. Learning is unitary.**
- 2. Learning is individual.**
- 3. Learning is self active.**
- 4. Learning is purposive.**
- 5. Learning is creative.**
- 6. Learning is transferable.**
- 7. Relevance of learning experience**
- 8. Should be clear to the learners.**