**Topic. Teaching and learning about thinking**

**Subject psychology in education**

**Submitted to.mam Hina zahra**

**Submitted by.Iqra Abdul Razzaq.shkela naz**

**Dept education**

**What is thinking?**

**Organization of concept or ideas can b defined as thinking**

**Level of thinking**

**1 Perceptual thinking**

**2 conceptual thinking**

1. **Perceptual thinking**
* **In this process the mental activity take place when the subject sees an object.**
* **During this stage, infants and toddlers acquire knowledge through sensory experience and meaningful object**

**2)conceptual thinking**

* **It doesn’t depend upon the presence of external stimulus.**
* **It requires certain tools or symbols**
* **Children being to describe the world with words and pictures**

**Tools of thinking**

* 1. **Concept**
	2. **Language**
	3. **Image**

**Concept**

* **It’s a general idea of what a thing is**
* **It’s the sum total of what you know about an object I.e. how it looks, how it smells, how it sounds, how it smells or tastes.**

**Language**

* **It’s the mean by which we can express our thoughts to others in verbal or written form.**
* **If we confine ourselves to conceptual and perceptual thinking. Our thinking would remain at low level.**
* **Words and symbols also constitute for language.**

 **Image**

* **It’s a revival in a modified form our past experiences.**
* **Our mind recalls various images that we have seen for the first time.**

**How are concepts formed?**

**It’s due to**

1. **Abstraction. It’s an analytical process which involves the mental analysis of an object . One who perceives a number of object eventually comes to recognise that they are in some ways alike or different from each other.**

**Concept are formed through a process of abstracting these similarities and differences.**

1. **Generalisation: The quality of an object which was abstracted is referred to a number of similar object**
* **During this process an infant gets confused with sum object which look alike but in real are different from each other**

**E.g.. An infant mistakes a Donkey for a Horse**

**Concepts are not fixed. They are static. Our first generalisation are usually wrong and we are forced to modify them.**