

Development of Cognitive and Motivational Achievements in Children

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ABSTRACT

Objective: One of the most important findings in psychology which is almost used by curriculum planners implies an exploration into this fact that most of the learning experiences enjoy various outcomes. This is of a great importance for curriculum planners, because the highest efficiency out of teaching will come out when a huge attention is paid on various outcomes out of each learning experience. Hence, curriculum must observe the educational goals to understand how some of these goals can come to realize altogether or via learning experiences. **Methodology:** Lack of full understanding from mission of education sector and lack of sufficient information on the theories and findings of psychology about the learners in the context of innate abilities and their differences in the individuals, self-concept, cognitive methods, creation, thinking processes, effect of social and economic environment and growth of emotions on individuals' learning have altogether an unavoidable effect on curriculum and how to determine the content and subject and educational activities. **Results:** Importance of attention to the origins of psychology in curriculum planning will more likely reveal when a huge attention is paid on the nature of learning in human especially the quantity and quality of motivating individuals for learning as well as the stages of learning growth and so forth; without a full understanding from the stages of physical, subjective, emotional and social growth at different age groups and motivating the individuals for learning, fostering humans and improving their skills and knowledge levels will not come to realize. **Conclusion:** For this, a curriculum planner must have a full understanding from the findings, principles and rules of science of psychology especially educational psychology. The present research aims to examine the cognitive characteristics at childhood in point of view of Vygotsky.

1. Introduction

It is for a long time that modern mature and civilized man wish to experience a peaceful society in which individuals develop by reasonable thinking. Despite the fact that scientists have tried for many years to solve individual's problems and issues among them or reduce these problems, this attempt is not successful and even increasing these problems leads in this fundamental question in minds that why these attempts do not have any effect or have short-term outcomes.

Maybe such concerns are the origins of many of these psychological and philosophical theories. But what is the common point of most of these theories is the reasons of adulthood problems rooted in childhood. In the critical age of information and communications, not only the subject but the kinds of problem are changing rapidly, offering a series of stereotypes and meaningless guidelines to child for accepting them with no challenge and using them in adulthood is not practical. Unfortunately, adults exclude some from features of a particular class through graded thinking (social, educational, racial, sexual, ... and age classification) and forcing some restrictions. Determination of stages of cognitive and motivational development is the most important classification in which through considering the least ability of child as standard age, the child is derived from enjoying cognitive abilities in higher stages.

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Today, new theoretical perspectives and increasing new research have improved our knowledge from individual's developing cognitive capabilities and often have completed the previous theories or even questioned them (Biehler, 1999).

Hence, this research seeks to investigate motivational and cognitive outcomes in children from different points of view and present pedagogical approaches.

2. Materials and Methods

2.1. Research History

2.1.1. Theories of Child Development

The study of human development is more extensive and rich matter. We all have personally experienced the growth category, but it is difficult to understand that how people grow and why they behave in this way. Growth theories provide a useful framework for thinking about growth and human learning. Some of the most important theories about explanation and clarification of different aspects of human growth are as follows:

2.1.2. Ericsson's Growth Theory

Ericsson's psycho-social development is one of the known theories of personality in psychology. Ericsson like Freud believed that every one's personality develops during some stages. Unlike Freud's psycho-sexual stage, Ericsson's theory describes the impact of social experience across the whole life.

Ego identity growth is one of the main elements of Ericsson's psycho-social stages theory. Ego identity is self-consciousness sense developed by social interactions. According to Ericsson, "ego identity" is constantly changed through any new experience and information gained by our daily interactions with others. He also believed that a sense of competent motivates our behaviors and actions in addition to ego identity. (Seif, 2000) According to Ericsson, every stage relates to becoming competent in a range of life. If one stage is appropriately passed, person will have a sense of dominance and if one stage is poorly managed, the person will be inadequate.

Ericsson believed that individuals are faced with a conflict in every stage which will be considered as a turning point in growth process. He adds that these conflicts are focused on creating a psychological quality or failing in it. During this period, circumstances are appropriately provided for personal growth and at the other hand for failure.

Stage1. Psycho-social Development: Trust vs. Mistrust

- The first stage of Ericsson's psycho-social development theory is appeared between birth and one year after it, it is the fundamental stage in life.
- Due to the fact that infant is completely dependent, the development of trust in him depends on the quality and reliability of his nurse personality.
- If the category of trust develops successfully in child, he will feel secure in the world. When the nurse behaviour is incompatible, repulsive and insensitive, it will cause a sense of mistrust in child. Therefore, a sense of mistrust leads in fear and a belief suggesting the world is inconsistent and unpredictable.

Stage 2. Psycho-social Development: Autonomy and Self-reliance vs. Shame and Doubt

- The second stage of Ericsson's psycho-social development theory is formed in the early ages of childhood and focuses on the formation and development of a greater sense of personal control in children;
- Ericsson like Freud believed that toilet training is considered as a vital part of this process. However, Ericsson's reasoning was quite different from Freud. Ericsson believed that learning to control body functions leads to the emergence of a sense of control and independence;
- Other important events in this stage include gaining more control over the selection of food, toys and clothes;
- Children who successfully passes this stage, they will feel secure and confidence. Otherwise, a sense of inadequacy and self-doubt are left.

Stage 3. Psycho-social Development: Initiative vs. Guilt

- During the pre-school years, children begin to show their power and have control over their world through some of games and other social interactions;
- Children who passes this stage successfully, they will acquire a sense of personal ability and capability of leading others and those who fail to acquire these skills, they will have a sense of guilt, self-doubt and lack of initiative category.

Stage 4. Psycho-social Development: Being Active vs. Humiliation

- This stage includes the early years of school from approximately age 5 to 11.
- Children begin to have a sense of pride regarding their achievements and abilities through social interactions;
- Children who are encouraged and guided by parents or teachers, they will have a sense of adequacy, competency and they will believe in their abilities;
- Those who are not encouraged sufficiently by parents, teachers or peers will doubt in their abilities to succeed.

Stage5. Psycho-Social Development: Identity vs. Disorientation

- During adolescence, children will found a sense of independency, in other words, they will feel themselves;
- Those who are encouraged and supported appropriately through personal exploration, they will pass this stage independently by a sense of control and a strong feeling regarding themselves and those who are uncertain about their believes and desires will be unsure and disoriented about themselves and future

Stage 6. Psycho-Social Development: Attachment vs. Isolation

- This stage includes the early periods of adulthood, when individuals discover their personal relationships;
- Ericsson believed that it is necessary to establish a close and committed relationship with others. Those who are successful in this stage will have secure and appropriate relationships.

-Remember that every stage is built up based on skills learned in previous stages. Ericsson believed that a strong sense of personal identity is important to establish intimate relations and attachment. Studies have shown that those with a poor sense of themselves tend to have less flexibility in their relations and are more susceptible to emotional isolation, loneliness and depression.

Stage 7. Psycho-Social Development: Activity vs. Recession

-In adulthood, we go on building our lives and we focus on our job and family;

-Those who are successful in this stage will feel that they are involved in the world cycle. Those who fail to acquire these skills, they will have a sense of being inactive, recession and will not involve in the world cycle.

Stage 8. Psycho-Social Development: Integrity vs. Despair

-This stage is associated with old ages and is focused on reflection about previous activities; -Those who are unsuccessful in this stage will feel that their life has been wasted and they regret when looking back over their lives. In this case, the individual will face with a sense of despair and unhappiness;

-Those who are proud of their previous achievements will have a sense of integrity, honesty and dignity. Successfully passing this stage means looking back over the past with a little regret and overall satisfaction. These are the people who gain wisdom even when facing with death (Seif, 2000).

Fraud's Psycho-Sexual Development Stage

-According to Fraud, personality is often formed at the age of 5. Early experiences play a major role in personality development and will influence human behaviours in future. Fraud's theory of personality development is one of the most popular and yet controversial theories. Fraud believed that humans' personality is formed through a series of childhood stages which during it id pleasure seeking energies are focused on certain touchy areas. This psycho-sexual energy is considered as a driving force behind behaviours.

-If these stages are completed successfully, the result will be a healthy person and while some certain aspects are not solved appropriately during specific stage, it will lead in the category of fixation. Fixation means persistent focus on a previous psycho-sexual stage. Until this conflict is not solved, the person will be involved in this stage. For example, someone who is fixed in oral stage maybe more dependent to others and is seeking for oral stimulation through smoking, drinking, or eating. (Flovell, 1998)

-During this stage, the infant interacts with the outside world through his mouth, therefore, sucking reaction is very important. Mouth is a vital organ for eating and infant enjoys oral stimulation through gratifying activities such as sucking and tasting. Because, the infant is completely dependent on his nurse (someone who feeds him), a sense of trust and comfort are developed through oral stimulation.

-The weaning process is the major conflict in this stage, the child should be less dependent on his nurse. According to Fraud, if fixation category happens in this stage, the individual will be faced with problems such as dependency or aggression. Oral fixation can be resulted in problems about eating, drinking, smoking or nail biting.

During this stage, according to Fraud, "libido" is mainly focused on the control of bladder and bowel movements. The toilet training is the main conflict in this stage. The child should be learned to control his body needs. Developing this category leads to a sense of independence and progress.

-According to Fraud, success at this stage depends on parents' toilet training. The first approach involves rewards for using toilet at appropriate time and the second approach is punishment, ridicule, or shame because of not using toilet.

-If the parents choose a gentle approach, "anal-expulsive" personality will be developed which is a destructive, unpleasant and prodigal personality. If parents are too strict and begin toilet training too early, anal-retentive personality will be developed which is a strong, disciplined, serious and obsessive personality.

Phallic stage

-At this stage the main focus of libido in on the genitals. Children discover the differences between women and men. According to Fraud, boys begin to consider father as a rival for receiving mother affections. Oedipus complex describes this feeling of taking mother and desire to replace father. On the other hand, child is afraid of punishing by father because of this feeling which is called castration anxiety by Fraud. Electra complex is used to describe similar feelings in young girls. It is called penis envy by Fraud. Eventually, the children achieve greater sexual knowledge through their same-sex parents. Regarding girls, Fraud believed that penis envy never fully disappeared and all of women are somewhat fixed in this stage. Psychologists such as Karen Horney rejects this theory and considers it inaccurate and demeaning to women. Horney claims that due to the fact that men cannot bear another one, they have a sense of inferiority and failure.

Incubation Stage

In this stage, the libido interests are suppressed. Ego and superego development are involved in calmness category. This stage begins when the child enters school and pays more attention to relationships with peers, games and etc. Incubation stage is the time of discovering in which there is still sexual energy but it has been deviated to other areas such as social interactions. This stage is important in development of social and communicative skills and self-confidence.

Genital Stage

There is a great interest in opposite sex in the last stage of psycho- sexual development. While in the earlier stages, the focus was solely on individual needs, considering the welfare of others develops during this stage. If the other stages have been completed successfully, the individual should be a balanced, warm, kind and friendly one. This stage seeks to balance different aspects of life. The following subjects are considered in evaluation of Fraud's psycho-sexual development:

-This theory is mostly focused on men growth and pays little attention to women's psycho-sexual development;

-It is difficult to test Fraud's theory scientifically. Concepts such as "libido" cannot be measured, therefore, they cannot be tested. Research showed that Fraud's theory is largely discredited;

-Future predictions are too vague. How can we understand that present behavior is clearly due to an experience in childhood? Time interval is more between cause and effect categories to some extent that a relationship is barely considered between two variables;

-Fraud's theory is based on case studies and not empirical research. Also, it is based on some of his adult patients, not on actual observation and study about children. (Flovell, 1998)

2.1.3. Piaget's Development Theory

Piaget's development theory explains cognitive development of children. Cognitive development involves changes in capabilities and cognitive process. According to Piaget, children are not less smart than adults, but their way of thinking differs. Key concepts of this theory are as follows:

-Schema: it explains the physical and mental operations involved in knowledge and understanding process. Schemas are categories of knowledge which help us in interpretation and understanding the world. According to him, a schema includes both knowledge and the processes to learn it. This new information is used for modification, adding or changing previous schema by every new experience.

-For example, a child may have a schema of a kind of animal like a dog. If the child has observed only small dogs, he may believe that all dogs are small, shaggy with four legs. Now, suppose that the child faces with a big dog, in this case, the child takes new information and modify the previous schema to include the new ones;

-Absorption: it is the process of inserting new information in previous schema. This process is somewhat subjective, because we have a tendency to change and modify partially the information and experience to be in accordance with our previous beliefs. In the mentioned example, seeing a dog and labelling it as a "dog" is an example of absorbing that animal in child's schema;

-Adaptation: another part of adaptability involves changing present schemas because of new information. New schemas may be created during this process.

-Seeking for equilibrium: Piaget believed that all children try to make balance between "absorption" and "adaptation" through a mechanism called seeking for equilibrium. As children grow through cognitive development stages, it is important to make a balance between using the previous knowledge (absorption) and changing behaviour in accordance with new knowledge (adaptation). Seeking for equilibrium helps to explain and describe how children are able to transfer from one stage of thinking into another. (Shoarinejad, 1996)

Cognitive Features of Childhood according to Piaget

According to Piaget, intellectual development is divided into four main "stages": sensory-motor stage (from birth to the age of 2), pre-operation (from 2 to 7 years old), concrete operation (from 7 to 11), and formal operation (from 11 to 15 years old). He claims that the important feature of development stage is that the child's cognitive structure in every stage is quantitatively and qualitatively different from cognitive structure in previous and future stages. Also, entering from one stage to another requires that the child should have been passed the previous stage. Thus, sequence of development stages is considered as an invariant. (Seif, 2001) Piaget claims that children enter to pre-operational stage after sensory-motor stage, but they are not able to think logically. Children thinking before the age of 7 is accompanied with contradictions and logical errors. (Seif, 2001). Also, children's concepts at this stage are not merely considered as "concept" and they are not comprehensive, because the child has not yet achieved the concept of general classes. During conceptualization, the child should be able to conceptualize the common features of phenomena and then insert them in a certain class. Of course, the child is able to detect the similarities between objects, but he is unable of multiple classification.

Therefore, the child's logic is an allegorical logic in this period. It means that his reasoning depends on one component to another detailed one. (Solso, 2002)

However, the child is not able to understand others' position and point of view and has a self-centered thinking, in other words, his thought is based on his personal imagination. He believed that children who are self-centered will have irrational and inflexible Razaviyayn et al.

thoughts. (Burke, 2004) Thinking category is based on the apparent aspects at this stage and merely relies on certain aspects and ignores other ones. Also their argument is irreversible, the child is unaware that each logical operation is reversible. But after seven years, the child enters the concrete operational stage. It means that although he has the ability to perform logical actions, these actions could be done through tangible and concrete operations not assumed and abstract ones. Another feature of thinking at this stage is that the child can think about the possibilities of different actions and their outcomes through thinking about concrete affairs and unlike previous stages, there is no need for trial and error and it can be applied to predict and operations and guess the results. In addition, the child has the ability to understand the concept of conservation of matter and classification. (Burke, 2004)

2.1.4. Kohlberg's Stages Theory of Moral Development

Lawrence Kohlberg, a psychologist presented a new theory through modification and development of Piaget's work describing development of moral reasoning. Piaget described a two-stage process of moral development, while Kohlberg's theory of moral development considers six stages within three different levels. Kohlberg developed Piaget's theory and claimed that moral development is a continuous process which occurs throughout the life. His theory is based on research and interviews conducted through groups of adolescents and young adults. Some scruples were provided for children and then an interview was conducted to determine their judgments about each scenario.

Level 1. Preconventional Morality

Stage1. Obedience and Punishment: the first stages of moral development are common among adolescents and young people. Children are considered rules as fixed and absolute categories. It is important to obey rules, because it will prevent punishment. Stage 2. Individualism and Exchange: at this point, personal opinions and children's judgments are based on how to meet individual needs. For example, regarding the previous study, children were saying that the best thing to do was what met the needs of husband of the woman who was sick. Contrast is possible only when it serves personal interests. **Level**

Level 2. Conventional Morality

Stage 3. Interpersonal relations: this stage focuses on roles and social expectations. Being in accordance with people, "good" presentation and observing the impact of decisions on relations are focused at this stage.

Stage 4. Maintaining social class: at this stage of moral development, humans considers society as a whole when judging. The main focus is on keeping rules, obeying them, doing works in appropriate way and respecting superiors.

Level 3. Postconventional Morality

Stage 5. Social Contracts and Individual Rights: at this stage, people begin to consider different values, believes and ideas of other people. Rules are important for maintaining a community, but people of a society should accept these standards and frameworks.

Stage 6. General Principles: The last level of Kohlberg's moral reasoning based on general ethical principles and abstract reasoning. At this point, humans obey these principles which have been fixed in their minds, even if they disagree with laws and regulations. (Qaedi, 2004)

2.2. Cognitive features of childhood from Vygotsky point of view

Vygotsky emphasized more on the interpersonal interactions and social context. According to him, children considers social relationships as cognitive functions through these interactions. According to him, "the transformation of social relations into mental functions leads to cognitive development or change. (Mason & Keegan, 2000) The category of internalization is one of the major implications showing transformation of social relations into mental functions.

Vygotsky (1962) distinguishes three periods in the evolution and development of language: social speech, private speech and inner speech. The child connects to others through social interactions. In private speech, the child forms the same speech with himself.

Vygotsky rejects Piaget's opinion explaining that self-centered speech is the result of self-centered and non-social thinking which lacks profitability. He believes that the child uses this kind of speech to control and guide himself, therefore, it is called private speech. Inner speech is speaking with oneself voicelessly which directs human thought and behavior. (Seif, 2001) In fact, the rapid development of language in early years of childhood increases the pre-school child's ability to participate in social conversations, while performing tasks that are culturally significant. It does not take long that children speak with ourselves exactly like the way that speak with others. This category increases the complexity of thought and the ability to control their behavior (Burke, 2004)

Unlike Piaget, Vygotsky (1978) believes that learning can take place before growth. He showed that the children who could not afford to do some learning tasks by themselves learn to do them by the help of adults or some friends older than them. In other words, when children are left to independently resolve the issues, they show one type of ability and when they solve their problems by the help of adults or more talented peers, they show more ability than before in which the first case represents the current level of development and the second one indicates the level of potential growth which is called the level of approximate area of growth. He claims that children are forced to show more ability by question and answer activities and guiding them. He states that what children perform by the help of others represents their actual ability rather than performing it by themselves. (Seif, 2001) Regarding the emphasis of language role on development of thought, he also recommends teachers to promote dialogues among students and do not let them be silent.

The emphasis on silence when students work on difficult problems may make it more difficult for them". (Seif, 2001) Research shows that when children solve their problems by the help of adults specially trained peer, their planning and problem solving become more advanced (Shoarinejad, 1996)

2.3. Cognitive features of childhood from the Bruner point of view

In Bruner theory called discovery learning, learning system means any change in behavior which is the result of gained experience. In this theory, he pays more attention on knowledge acquisition and cognitive development than preserving scientific facts. The main outcome of cognitive development is thinking category. Therefore, the aim of education should be to "train the learner as an autonomous thinker". (p. 23) He believed that individual should be faced with the issue to discover the problem himself. In fact, Bruner made an attempt to find an answer to the following question that how to encrypt, organize and store the information related to the universe. Since, this theory focuses on cognition and learning through insight, naturally, it is an important category in education and classroom which are considered as critical area in individual's life in the way that all are trying to acquire them through different ways. In Bruner's theory, attitude and motivation are very important. According to this theory, teacher should create a pleasant condition for learning instead of controlling students' behaviors and establishing behaviors predicted by habits. They should cause students to discover relationships and solve problems to meet the application of their knowledge in real life. At this point, every student should solve problems and move forward according to his abilities. (Kadivar, 2003)

Bruner's emphasis is on student-centered category in classroom and a completely quiet class, far from anxiety and stress. In this situation, students can freely express their opinions, listen interestingly to others, think about various issues and organize their own mental concepts and in this way the thinking category is improved. He believed strongly in teachers' question regarding placing students in a position to explore and have the ability to solve the problems. (Kadivar, 2003)

2.4. Motivation in Children

Today, experts specialized in learning category have found that there are some reasons for learning new things: Pleasing the adults, competition, rewards and punishment avoidance, the curiosity, the need to develop competencies, need to achieve self-determination and internalizing parental values are the reasons or motivations for children to learn.

Among the mentioned categories, the first four ones are external and others are internal. Experts believe that internal motivations are to learn better the types of motivation, because, it is possible that the first four ones not to be always available. In classification, motivations are categorized based on the different categorization of stimulus types, although they are classified under different headings, most of time, they extensively overlap with each other in a way that sometimes one type of motivation can be classified in several classes. In an important and well-known classification regarding motivations, they are divided into two categories, internal and external. (Astypk, 2006) In terms of motivation, it is said that the motive is a force which causes movement and action. It gives the individual energy and directs his activities to achieve the goal. Depending on the severity and intensity of the impulse force that

has been arisen in him, he directs his activities and actions. In other words, the motivation created changes the individual's condition from peace and tranquility to exiting and stimulation and he continues his activities until he reaches to a sense of comfort.

However, the difference which distinguishes two categories of intrinsic and extrinsic motivation refers to a source which supplies the individual's energy, in other words, he is motivated to act and behave. The source of this energy is hidden in the extrinsic motivations of person's environment. The person is trying to get a reward in his environment by doing an activity which most of them are tangible, defined and practical. These rewards are usually provided by individual's environment such as family, teacher, and society. (Mason & Keegan, 2000) Intrinsic motivation as an important category of motives are considered as motives that their source and focus is put on individual's nature rather than the outside environment.

Maybe, it is not a simple and easy task to identify clear reasons as causative factors of intrinsic motivations like other psychological topics. However, as usual, motivations can be traced childhood. Training methods and parents, appropriate patterns of childhood having high intrinsic motivations, information issued by education system, and etc. are the most important factors influencing the formation of inner motivations. Although, the formation and activity of these motivations can occur at all ages, but there is particular emphasis on early childhood. Various studies have shown that child training based on the democracy has the most impact on training most individuals with intrinsic motivation. In the other hand, parents who adjust their activities and programs according to their intrinsic motivation will often have children with their intrinsic motivation. Education system can also be a major part in forming intrinsic motivation. If the training program is exclusively based on extrinsic rewards, intrinsic motivation will not be improved appropriately. But in school years, with the playfulness of childhood, immaturity and category of not being social prevent them to direct intrinsic motivation from learning toward doing homework. On the other hand, it is possible to respond to need to competency, curiosity and self-determination which are intrinsic motivations for learning in most attractive areas. Therefore, motivating through extrinsic factors is one of the important elements in motivating students in schools. Thus, the role of school and parents is more important than children's role and sometimes it becomes predominant and school is more important between these two because the main process of learning occurs in school (Qaedi, 2004)

2.5. Children's Motivation in School

When observing children in early days of going school for first time, who are looking forward to learning, reading and writing and are proud of what will happen in future, but what happens when hearing about numerous complaints of parents and teachers when telling about unwillingness of children to learn and doing homework? The answer to this question depends on two important categories:

1. What are learning motives?
2. How can students be appropriately motivated in school?

Rewards and praises are the best way to motivate students in schools. But, unfortunately, due to the teachers' unfamiliarity with using appropriately these methods and randomly motivation may cause inefficiency of these methods after a while. Therefore, the use of these methods requires the following points:

- Assignments should be carefully presented;
- Assignments should be carefully monitored;
- When there is no assignment, it should be recorded;
- The teacher should be equipped with a proper rewarding system;
- The rewards should be offered for desired behaviour;
- Teachers and school administrators remember that praise and reward can be very effective strategy for encouraging students who are slow in learning or activity during school years. It means that encouraging such students cause them to progress;
- Praises and rewards can be classified and be provided according to difficulty level of tasks;
- In addition to rewards, the teacher should have an appropriate behavior according to his progress.

Among the mentioned categories, monitoring assignments in school is the most important factor in motivating students. Undoubtedly more accurate monitoring, more careful in doing homework. This monitoring can be ranged from very casual to very precise depending on his opportunity. Casual monitoring occurs when the teacher asks students to put their homework on the table and the teacher signs them and precise monitoring occurs when the teacher corrects the wrong ones and also records some notes and recommendations for student and his family. However, elementary school teachers can also benefit from internal motivating methods. For example, create a sense of competency in him by appropriate behavior according to student progress than before or make students curious by creative ways of teaching and respond to their autonomy through giving the choice right in doing some homework. For example, they can sometimes let a disciplined student to correct his spelling sheet himself. In addition to meeting the need for autonomy which is a biological need, this work can be considered as an external reward. Undoubtedly, everyone knows that the early years of school can have a great impact on the educational success and failure of students in future. Therefore, motives of learning as a driving force can be considered as one of the most important tasks of directors and teachers in school. Certainly if this category is neglected, it will waste efforts of parents and teachers. Thus, it seems that the motivation category needs for frequent training.

3. Discussion and Results

One of the most important psychological findings which is more used by lesson planners is the fact that most of the learning experiences leads to several results. This category is for lesson planners, because, the education is more effective when it is focused on various outcomes of any educational experience.

Therefore, the related syllabus should investigate the possible educational aims to find out how many of them can be realized with each other or through the same learning experiences.

Lack of awareness of educational aims and lack of information about theories and psychological findings about learners of innate abilities and their differences in individuals, self-image, cognitive styles, creativity, thinking processes, the influence of social- economic environment and emotions development have undeniable influence on students' learning, lesson planning, and determination of subject, content and educational activities' selection.

4. Conclusion

The importance of paying attention to psychological principles in educational planning and curriculum is more clarified when the nature of learning and especially the quality and ways of motivating to learn and also features of abilities and the development stages of learner are emphasized.

Human training and generally increasing their knowledge and abilities will not be achieved without a relatively deep cognitive knowledge of physical, mental, emotional and social stages of development in different ages and way of motivating and its improving for learning.

Therefore, an educational and lesson planner in particular and an responsible one and director of educational programs in general should have relatively extensive information about most of psychological findings, principles and rules especially educational psychology.

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