

Certainly defense was a key word in many in his policies as Emperor. He sought to defend Russia from Europe, from its constitutions, its revolutions and breakdown of its ancient regimes mores. He tried to defend the state from sedition and revolution, and to shield his subject from ideas, which he regarded harmful.

Perhaps no ruler left more of impressions upon nineteenth century in Russia than the Emperor Nicolas I did. Certainly Nicolas was an imposing figure. Many Russians admired him, even venerated him; others saw him as the personification of impression. But none who lived during his thirty years reign could remain indifferent to the force of his personality and the system which he developed.

Н. Е. Жданова

THE PSYCHOLOGY OF LEARNING

At most times during their lives people are engaged in some learning activity or other - learning to ride a bicycle or speak a foreign language, to swim, cook or play a new card game, to handle a pneumatic drill, manage a shop or administer a government department. For each person a selection of such experiences, especially the universal one of school, goes to make up his idea of what learning involves and what sorts of questions about learning it might be interesting and useful to have answered.

It is the object of this work to present, in outline, the problems of learning from a psychological point of view, the different experimental approaches and their underlying rationale. But although the immediate purposes of the learner, the teacher and the scientist are undoubtedly different in many ways, it is also in their mutual interest that they should not lose sight of each other; accordingly space is given to the interaction between theory emerging from the laboratory, and everyday practical experiences of learning.

The psychology of learning has, until comparatively recently, been dominated by a number of general and powerful ideas that provided the driving force for much of the research during this century, but which have inevitably proved inadequate and

stultifying in the long run. At present the field has some resemblance to the aftermath of a crumbled empire. Interest has become more local, more parochial. The old laws are no longer in force, but they have not yet been replaced by an equally comprehensive set, and their influence lingers on, in many indirect and subtle ways. Thus they provide a background and orientation for appreciating newer developments.

The problems that can be thought of as grouped into sets of three. The first problem show something of the rationale, the difficulties and the decline of «behaviourist» learning theories, i.e. present the attempt to understand learning by concentrating on the structure of the *situations* in which it takes place, while playing down the characteristics of the learner, either as an individual or as a member of a species; consider some of the evidence on variety and limitation in the learning process, and attempts to set it in a wider biological and evolutionary context; look at changing ideas about what may be going on inside the learner and at the prospects for a future synthesis. The second problem deal with specifically human accomplishments: with the acquisition of language and its role in learning more generally; with verbal memory; with motor skills. The third share a concern with learning as a more long-term, cumulative phenomenon: look at human development, and at some of the problems of trying to disentangle maturational and environmental influences; we outline some of the ways in which ideas based on learning theories have been applied in therapy and in education; take up some of the general issues that are raised by a scientific approach to human learning and behaviour, and by the idea of applying the results.

In addition to be of interest the interrelationship between innate and environmental factors in bringing about changes of behaviour. There is now much accumulated evidence that learning is rather more variable, more species- and also more situation-specific than had at one time been supposed.

Thus we started off with a look at what learning might mean to most people who are not in fact professionally concerned with it. We pointed out that psychologists were primarily interested in the search for common processes and

underlying principles. Trying to look for characteristic features of learning situations led to a provisional definition: learning involves a relatively permanent change of behaviour in response to sensory interaction with the environment. This allowed for the inclusion of various situations that are not readily thought of in connection with learning. It also allowed for the inclusion of animal behaviour as a relevant subject for study, without sharp distinctions being made between different species, including man. A great deal of research has been carried out in rigorously controlled and comparatively simple situations, in the hope that such «pure» instances would systematically reveal principles applicable to all learning.

О. О. Зыбина

ETHICS FOR THE TEACHING PROFESSION AND ROLE OF ETHICS IN THE PROFESSIONS

The adoption, general observance and enforcement, where required, of a professional code of ethics are basic characteristics of all professions.

Now I'll try to make an attempt to trace the efforts of the teaching profession to derive a workable code of ethics for its members and to secure universal compliance.

The idea of the imposition of ethical standards upon a given professional group is an ancient one.

Development of Codes of Ethics for Teachers. Currently, no one code of ethics is applicable to all members of the teaching profession. This situation arises from the fact that there is no one teachers' organization to which all teachers in public and nonpublic, elementary, secondary, and higher education, belong. The National Education Association is recognized as the general organization of public school teachers. But, as in the case with engineering, there are many state and national associations which compete for the affiliation of teachers. Thus, because of the lack of one central association to which all members of the teaching profession belong, many codes of ethics for teachers have been developed.