



CLASS – XITH
SUBJECT - PSYCHOLOGY
CHAPTER - 7 THINKING.
Question Bank

Q. 1: Explain the concept of "thinking" in psychology. How does it differ from other cognitive processes?

Answer: Thinking is a cognitive process that involves manipulating and processing information, images, symbols, or concepts in our mind to solve problems, make decisions, or form judgments. Unlike perception, which is about processing sensory information from the environment, or memory, which involves storing and recalling information, thinking actively combines information to create new ideas or solutions. Thinking allows us to go beyond the given information to generate abstract concepts or plan actions.

2. Describe the types of thinking in psychology and provide examples of each.

Answer: There are primarily two types of thinking in psychology: 1. Convergent Thinking: This involves focusing on finding a single, correct answer to a problem. It is often logical, rational, and relies on existing knowledge. For example,

solving a math problem requires convergent thinking because there is typically one correct answer. 2.

Divergent Thinking: This type of thinking is more open-ended and involves

generating multiple possible solutions or ideas. It is often linked to creativity and brainstorming. For example, thinking of different uses for a paperclip (other than clipping paper) requires divergent thinking.

3. What is a heuristic, and how does it aid in problem-solving? Provide an example of a heuristic used in daily life.

Answer: A heuristic is a mental shortcut or rule of thumb that simplifies decision-making and problem-solving. Heuristics are useful because they save time and effort, though they don't guarantee a perfect solution. For example, the "availability heuristic" helps people make decisions based on how easily examples come to mind. If someone has recently read about car accidents, they might perceive driving as more dangerous than it is, due to the availability of recent information about accidents.

4. Question: Discuss the concept of "functional fixedness" and how it affects problem solving. Give an example.

Answer: Functional fixedness is a cognitive bias that limits a person to using an object only in the way it is traditionally used. This mental set can hinder problem-solving because it

prevents individuals from seeing alternative uses for an object. For example, if someone needs to secure a loose screw but doesn't have a screwdriver, they may overlook the possibility of using a coin to turn the screw, due to functional fixedness on the typical use of a coin.

5. What is meant by the "problem-solving cycle"? Outline the stages involved.

Answer: The problem-solving cycle is a series of steps that individuals use to solve complex problems. The stages include: 1. Problem Identification: Recognizing that there is a problem to be solved. 2. Problem Definition: Clearly defining what the problem is. 3. Strategy Formation: Developing a plan or choosing an approach to solve the problem. 4. Organization of Information: Gathering and structuring the necessary information. 5. Resource Allocation: Deciding on the amount of time and resources to invest. 6. Monitoring: Tracking progress and making adjustments if necessary. 7. Evaluation: Reviewing the solution to see if it successfully resolves the problem. For example, if a student is struggling with time management, they may go through this cycle to create a study schedule and test if it improves their performance.

6. Explain the term "insight" in problem-solving. How does it differ from trial and error?

Answer: Insight is a sudden and often unexpected realization of the solution to a problem, often described as an "aha" moment. Unlike trial and error, which involves trying multiple solutions until finding one that works, insight typically comes after a period of mental incubation, where the mind subconsciously processes the problem. For example, a mathematician struggling with a complex problem might suddenly realize the solution after taking a break, which is insight.

7. Define "cognitive bias" and discuss how it might affect decision-making in real-life scenarios.

Answer: Cognitive biases are systematic errors in thinking that affect decisions and judgments. They often result from the brain's attempts to simplify information processing.

One common bias is the "confirmation bias," where individuals favor information that confirms their existing beliefs. For instance, if someone believes in a specific health supplement's effectiveness, they may focus on studies that support their view while ignoring contradictory research, which could lead to flawed decision-making.

8. Describe the difference between inductive and deductive reasoning with examples.

Answer: Inductive Reasoning: Involves drawing general conclusions based on specific observations. For example, if a person observes that the sun rises in the east every morning, they might conclude that the sun always rises in the east. This reasoning moves from specific instances to a general conclusion but is not guaranteed to be true. Deductive Reasoning: Involves drawing a specific conclusion from general premises or statements that are assumed to be true. For example, if all humans are mortal (general statement), and Socrates is a human, one can deduce that Socrates is mortal. Deductive reasoning is logically valid if the premises are true.