

## The contribution of history of psychology towards its growth as a scientific field

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Just as knowing one's own personal roots – both in terms of personal and psychological development and in terms of being aware of the influence of family and peers within the personal becoming, so having knowledge of the development of the field we have activity in guides as through obtaining valuable results. We may take the chance of describing the field of scientific psychology in analogy to the development of the psyche and personality, as in our opinion we are referring to a field which is relatively new in comparison to other scientific areas but which has gained its maturity in an efficient pace.

In our growth as individuals we all experience a developmental phase which is marked by the need of stating our autonomy in thinking and action (Caspi, & Roberts, 2001). Psychology has passed through a similar phase. Even nowadays, during common-sense discussions regarding psychology, a question often interferes – is it truly a scientific field capable of providing information and explanations regarding such a complex matter represented by human nature, and offering the guarantee of following experimental rigors? The present context of psychology is marked by the insights provided by modern approaches such as cognitive psychology (Mandler, 2007).

In order to understand one's behavior we know that it is needed to have knowledge of their thoughts, feelings, physiological states concreated by and through life experiences (Plante, 2010). When it comes to the field of psychology it is therefore needed to identify its history, guiding components and also the spirit of the time period in which phenomenon have been exposed and explained.

If we also insert the interception of elements regarding époque and trends, we will understand why at the beginning psychology represented more of a field of knowledge (experimental and pragmatic) which continued by becoming an area dedicated to processes of survival, as suggested and supported by the Darwinist theory.

As the volume of knowledge has been laid and classified, the history of psychology became an expression of the cognitivist area which today is tied within an indissoluble

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connection towards the IT and virtual space domains (Thorne, & Henley, 1997).

The normality of knowledge in psychology is also connected by its part of history which evidently offers a frame of work concentered by the presence of paradigms. Probably one of the most important acquisitions of psychology history consists in embracing more paradigms which psychologists understood as being needed to be applied, while constantly allowing an open and active mind to be part of the process. Such paradigm and state of mind should bring the possibility of transformation, interpretation and more so accurately understanding life experiences which humans go through (Varela, Rosch, & Thompson, 1992).

The work directions we may identify nowadays in psychology are structured depending on the global changes and the existence of the socio-economical problematic. Do they exert influence on human individuals and also on the environment in which they function? The proper response is definitely a positive one while the information and knowledge offered by the field of psychology history becomes a vital advantage in this matter.

One of the ideas worth emphasizing while reviewing the psychology history is the fact that when we speak of the people's adaptive capacity, we also speak of the degree of being prepared (Giorgi, 1970). Also we should mention the modality in which assimilating a certain volume of knowledge has been reached and also the depth and strength of the psyche of one who is facing the context of utilizing the received information.

We may also assert that the history of psychology is today a field which supports the development of knowledge and the modality of fast transition of information. A new approach centered on knowledge, respectively utilizing and developing competencies, abilities and intellectual capacities for each person, practically leads to the applying and knowing both on an individual and a social level (Kusch, 2005). Thus we may speak on historical and collective knowledge which reports to the social networks which are established between people, the rules, the norms and values which are commonly shared (Scardamalia, & Bereiter, 1994; Hirst, & Manier, 2008).

The development, on one hand, of neuroscience and on the other hand on the more present tendencies of trans-diagnose the subject within the area of clinical psychology (and not only) brings to focus the need of utilizing advanced scientific methodology (Bryck, & Fisher, 2012).

The immediate applying of the results obtained by scientifically validated studies in areas such as clinical, social, and experimental psychology, labor psychology and human resources thus becomes a necessity of the XXIst century, as increasingly recognized and accepted by specialists of connected areas of occupation.

In the opinion of Mandler (2007) modernity is recognized as the capacity of embracing openness to ideas and influences, even if such approach brings with itself a rupture of the

modern scientist from the traditional, no longer valid ways – but again, it is a sign of maturity to be able to assume thinking patterns which no longer support the proposed goals of one's action. This is how it has become possible to study the human being – from the starting point of concrete measures of senses up to reaching the possibility of approaching the mind in its great complexity, multitude of processes and dynamics which make them work as a coherent system (Freedheim, & Weiner, 2003). We also can't help but notice the increasing ingenuity of researchers (Greenwood, 2008) who prove to be the most efficient and subtle in approaching the human mind and settling ways of evaluating this area of great interest. Being supported in our research by a reach scientific history, we become better in anticipating outcomes, therefore tracing more precise and well guided hypothesis, obtaining harder to defeat results in our efforts of psychology research.

The results of most of studies and researches have proven that the whole system of generating, developing, sharing and applying knowledge is influences by values, strategies, principals, and interpretative philosophies, and abilities, mental models, receptively by all components or elements specific to the respective culture (McDermott, & O'Dell, 2001; Kusch, 2005). The specific messages regarding the importance of generating individual and collective knowledge and mostly applying it have the capacity of facilitating the understanding of history of psychology phenomenology and its role in human development.

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