

Forgetting

Cognitive Psychology

Forgetting is opposite to remembering. In forgetting the individual fails to recall his past experiences into his present consciousness. Now the ques. is why he fails to recall his past experiences into his present consciousness. This ques. has been answered by diff. psychologists. The first view says that lack of association or retrieval cue is the cause of forgetting. 4/3 Some psychologists, including Ebbinghaus & Bartlett, believe ^{hold} that ~~for~~ the main cause of forgetting is the time interval means that memory traces fade due to lapse of time. But Ebbinghaus believe in quantitative change whereas Bartlett believe in qualitative change in memory. 4/4 ^{depth psychologists} Psychoanalysts like Freud hold that forgetting is purposive means we forget what we want to forget. 5/ Interference psychologists on the other hand believe that forgetting is caused by the interference of the interpolated activity or the activity.

that we do in the retention interval. Interference may be by subsequent ^{task} learning R. I or by Previous learning ^{task} P. II.

The weakening of the memory trace depends upon several factors. ^{factors} operating at the time of learning — ^{includes} variables — O Variables + R Variables, and factors operating at the time of retention interval — Retroactive inhibition & Proactive inhibition. Factors operating at the time of ~~learn~~ Recall lack of desire, mental set, anxiety etc. Here we shall discuss factors operating at the time of retention interval. They are Retroactive Inhibition & Proactive Inhibition.

Retroactive Inhibition: —

The Concept of R. I was conceived by Muller & Pilzecker in 1900. Opposing Ebbinghaus that forgetting is due to lapse of time / Muller says

that "forgetting is not so much a matter of ~~lost~~ decay of the old impressions & associations as it is inhibition, interference & obliteration of the old by the new". That is to say that forgetting is caused by the interference of the interpolated activity ^{after} ~~the~~ ^{a first} ~~time~~ ^{task} list is learnt.

"Morgan & King" have also said that interference from subsequent ~~or~~ "interpolated activity is called "Retroactive inhibition" because the ^{subsequent} ~~memory~~ ^{task} traces of the interferes with the memory of the previous task".
task - Sometimes the previous task also interferes with the memory of the subsequent task which is called the "Pro active inhibition". The design of R.I & P.T are as follows by Mageonch & Irwin (1952).

Retro active Inhibition — A B A.

Control Condition — Learn 1 Rest

Experiment Condition — Learn 1 Learn 2

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The paradigms of P.I modified from McGeach & Irwin 1952 are as follows: - B. A. A.

Control Cond.	Rest	Learn 2	meas retr. 82.
Experimental	"	Rest Learn 1	Learn 2 meas retr. 82.

The various theories that explain R.I are as follows: -

1. Anti Consolidation Theory
2. ~~Interference theory or~~ Competition & Response Theory
3. Two factor Theory

1) Anti Consolidation Theory -
 If after the original learn we take some rest this theory was propounded by Muller & Pilzecker in 1900: If after the original learning we take some rest the memory trace consolidates & hence we never forget. ~~R.I will be lesser~~. On the other hand if the interrupted activity is introduced after the original learning

the memory traces of the original learning do not get time to consolidate & hence we forget.

So interpolated activity is the main cause of forgetting. ^{here} Muller & Pilbecker conducted an study to demonstrate the effect of interpolated activity. They found that among the two groups Control & Experimental the Control group had better memory than the Experimental group because ^{the} their memory. Control group took rest after the original learning & their memory traces had time to consolidate.

The foll. are the support of this theory : — 1) If the interpolated activity is introduced just after the original learning ^{then is} maximum R.I because the memory traces of the original items do not get time to consolidate.

2. If the interpolated activity is introduced just before the Recall, ^{of an original} ^{Mexican} ^{see}

num R.I

3. If the interpolated activity is introduced in the middle of the retention interval, ^{the} ~~there is~~ ~~less~~ R.I. is less. because the memory trace get time to Consolidate.

Criticism :-

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1. This theory is criticised that by ^{Megeoch (1941)} He says that we forget due to confusion ^{any one memory trace} between the original ^{and} the interpolated activity. (So confusion is the main cause of forgetting). There is no ^{actual} damage to the original learning.

2. There is no straight inverse relation between the amount of R.I and the location of Inter-
polated activity.

This theory ^{also} fails to explain the short term memory & its ~~short~~ character.