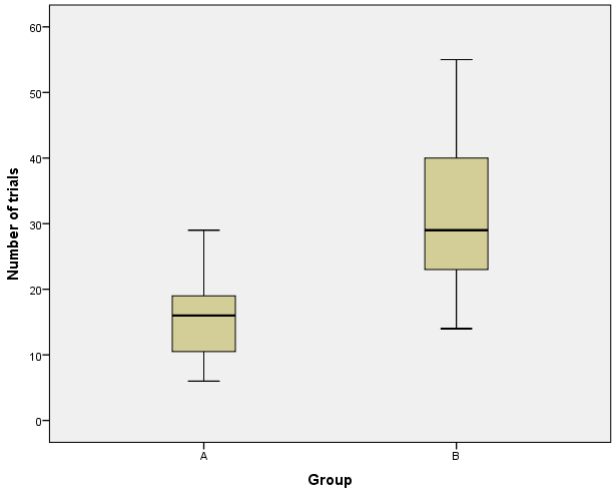

Figure 1. The number of attempts to acquire the reinforce-ment taken by the mice from the groups A (regular rein-forcement) and B (irregular reinforcement).

associate the reward with the behaviour and not get discouraged. It has been noticed also during our experiment - only three 5-minute sessions were suffi-cient to learn the targeting for all the mice. Wertheim and Singer (1964) and Williams (1989) believed that rewarding too rarely in the initial stage of training can cause a longer training time. After the condition-ing of given behaviour the rewarding scheme can be changed. Skinner (1938) and Humphreys (1939) wrote that using the partial reinforcement makes the learned behaviour more resistant to extinction, which they called the partial reinforcement extinc-tion effect. This effect was confirmed in this paper and in research on rats (D'Andrea, 1969) and inver-tebrates (Crancher *et al.* 1972; Sangha *et al.* 2002). Amsel (1972) suspected that the cause of this effect is a disruption taking place during the training. In oth-er words, if during the regular rewarding the animal does not receive the reward, the learned behaviour will extinct quickly, and during the partial reinforcement, the lack of reinforcements makes the animal frustrated, which causes increase of its attention. However, in the experiment of Sangha *et al.* (2002), where the snails were reinforced negatively, the authors pointed out that this theory in their case was incorrect because the lack of negative reinforcement was more beneficial for these animals and did not cause the frustration. Besides, the partial reinforcement introduces the element of surprise to the training (Bouton and Sunsay, 2001). The animal cannot predict at which time it will receive the reward, so it becomes more vigilant and focused. Both theories lead to the conclusion that the partial reinforcement

LFUHDHWKHDRFLDWLRRIWKHEHKDLRXUWKWKH
UHDU2WKHRWKHUKDBRUDXPH
WKDWSHULRFDOODFNRIWKHUHDUDPRWLDWLR
IRUWKHDLPDOWRSHUIRUPWKHOHDUHEHKDLRXUL
KRSHRIHWWLWKHUHDUDIWHUWKHHWDWWHPSW
2XUHSHULPHWRPLFHKRHWKDWDIWHUWKH
FKDHRIWKHUHLRUFHPHWFKHPHIRUWKHSDUWLDO
RHWKHOHDUHEHKDLRXUDPRUHSHUPDW
UHLWDWWRHWLWKRWKHUHLQIRUFHPHWWKH
his research on dogs showed that during the time of extinction of the learned behaviour, the dogs which were reinforced with a clicker (with-out the reward) were more resistant to the extinction than the dogs from the control group which were not getting any reinforcement. It is not surprising because the dogs had associated the clicker with an announce-ment of the reward so they had been performing the learned behaviour until they got discouraged by the lack of the reward. On the other hand, Williams *et al. (2004) showed that horses during the extinction phase did not show any difference between the clicker group and non-clicker group. Both experiments were conducted basing on a different methodology, also different from ours, so it is difficult to compare them.* 7RFRQFOXGLQRXU
SDSHUHFRPSDUHWKHUHLWDFHRIPLFHIRUWKH
EHKDLRXUHWLFWLRHSHULRWKHUHDUL
FKHPHHKRHWKDWPLFHKLFKHUH
UHLIRUFHSDUWLDOOHUHPRUHUHLWDWWRWKH
HWLFWLRRIEHKDLRXUWKDWKHPLFHUHDUHIRU
HHUSHUIRUPLRIOHDUHEHKDLRXU
DLPDOOLLDWXDOHURPHWREWDL
UHDUPRHRUOHUHXODUKLFKFDEH
FRHFWH HLWK WDEOHXWDEOH IRR
DDLODELOLWUHXOWRIRXKHOS
XHUWDORHDULDWXUH

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R

M A

D

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