

Strategies of Improving the Classroom Teaching Effect of "Educational Psychology" for Preschool Education Major

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Abstract: With the improvement and implementation of the national education system, preschool education has received great attention. As the primary stage of lifelong education, preschool education has a fundamental impact on future personal development, so preschool education cannot be ignored. The course "Educational Psychology" is one of the compulsory courses for students majoring in preschool education. It occupies an important position in the main subjects of preschool education and is of great significance for improving students' psychological quality. Therefore, teaching methods and teaching methods must be changed, and teaching methods must be constantly updated, in order to effectively improve the teaching effect and quality of educational psychology. In view of this, this article analyzes the importance of the teaching of "Educational Psychology" for preschool education majors, and proposes specific strategies to improve the teaching effect of educational psychology students. This article uses questionnaire survey and data analysis methods to understand the factors that affect the classroom teaching effect of "Educational Psychology" for preschool education majors, so as to improve the work and further improve the teaching effect. According to the survey results, most of the interviewees believe that the classroom teaching effect is greatly influenced by the students' interest in learning, learning methods, classroom content display methods and students' attention. If you want to further improve the teaching effect, you need to start to improve in this respect.

1. Introduction

Since the reform of early childhood education, the construction of the preschool teacher team has been continuously developed and improved. At the same time, the state has put forward new requirements for the training of pre-school education talents, requiring them to have the ability to learn and cultivate a spirit of innovation. Preschool education majors also need to study and think about the psychological characteristics of education in the course teaching practice. And "Educational Psychology" is one of the important courses for the students of this major. It is a

subject that is based on psychology and pedagogy theory to study the teaching process to improve the quality of education. Therefore, how to solve these problems has become one of the topics that educational psychology researchers pay attention to and strive to break through.

At present, the research results on the classroom teaching effect of educational psychology of preschool education major are very rich. For example, Song Yaling proposed that through teaching students in accordance with their aptitude and creating scenarios, giving students appropriate incentives can effectively improve the effectiveness of classroom teaching [1]. Huang Ruiyun believes that the principle of teaching students in accordance with their aptitude can enable the teaching of the course "Educational Psychology in Early Childhood" to achieve an ideal teaching effect [2]. Xia Xiaohong pointed out that the application of the role-playing teaching model in the course teaching of "Preschool Educational Psychology" is conducive to promoting the cultivation of students' core literacy and improving the effect of classroom teaching [3]. Therefore, this article focuses on the strategy of improving the classroom teaching effect of the preschool education major "Educational Psychology", which has important practical significance and research value.

This article mainly discusses these aspects. First, the theoretical basis and related content of educational psychology are explained. Then, the teaching status of psychology of preschool education specialty is explained. Finally, a questionnaire survey was carried out to improve the classroom teaching effect of the preschool education major "Educational Psychology", and the survey results and analysis conclusions were drawn.

2. Theoretical Basis of Educational Psychology and the Current Situation of Preschool Education Specialty Psychology Teaching

2.1 Theoretical Basis of Educational Psychology

As a comprehensive major, the teaching method of educational psychology is different from other disciplines. It is gradually formed and popularized and promoted in the process of continuous development. Educational psychology studies the teaching process with the purpose of improving the quality of education. Educational psychology is closely related to pedagogy and sociology. It not only requires students to master theoretical knowledge and skills, but also need to have strong practical skills.

Educational psychology is mainly taught through psychological methods, so as to understand the students' psychological state and behavioral changes. It is of great significance for studying educational phenomena and psychological problems, exploring the interaction between people and the environment, and promoting the development of students' physical and mental health [4-5]. The framework of educational psychology is shown in Figure 1.

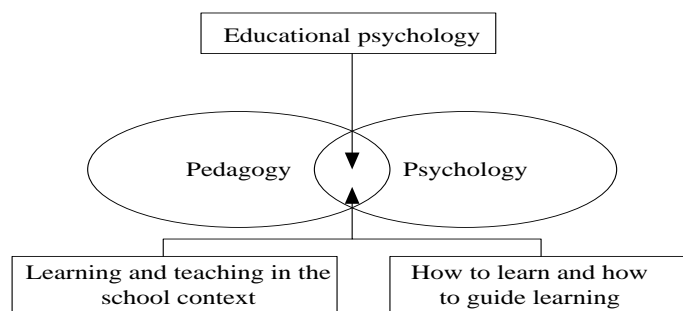


Figure 1: Educational Psychology Frame Diagram

Educational psychology has the following characteristics in the teaching process. One is practicality. Educational psychology is a highly applied subject with strong practicality. In teaching, teachers can conduct targeted research based on students' learning conditions and psychological characteristics. The second is to take students as the main body. In actual classroom activities, students are the main body and teachers are only guides. Teachers should fully consider the existence of individual differences at different levels of each individual, and at the same time pay attention to the unique personality characteristics and learning interests of each student to design course content, so as to achieve the best teaching effect. The third is rich teaching content. It involves a variety of theories such as pedagogy and sociology, and has been continuously developed and improved in the course of teaching practice.

Since the birth of human society, there has been education aimed at imparting human knowledge and experience, improving human living standards, and improving human nature. Educational psychology is a subject that studies human psychological phenomena, which combines knowledge and theories related to psychology and pedagogy. In psychology, individual psychology is generally divided into two categories: psychological process and individual psychology. Psychological process refers to the process of human mental activity, which is divided into cognitive process, emotional process and will process. The cognitive process is a process in which the human brain reflects on the phenomenon and nature of objective things when it comes into contact with external things. Cognitive processes include feeling, perception, memory, thought and imagination. These activities are the mental activity process when people do things. In the educational phenomenon, people's perception of external things is triggered by the perceptual activities of the external world. Therefore, to study educational phenomena, we need to study psychological phenomena in educational activities [6-7].

Personality psychology mainly includes tendencies and personality traits. Personality orientation is a person's conscious orientation, including needs, motivation, interests, ideals, world outlook and other psychological components. Personality traits are indispensable and stable psychological traits, including ability, temperament, personality and other traits. Educational psychology is closely related to classroom practice, applying the laws of teaching and psychology to various disciplines, providing a theoretical basis for optimizing teaching methods. Psychological activities can not only recognize the external phenomena of things, but also recognize the nature of things and their internal connections, and use this knowledge to guide people's practical activities and change the objective world. It is more specifically oriented to educational work and serves to guide teaching work, thereby improving teaching efficiency.

2.2 Status Quo of Psychology Teaching in Preschool Education Major

At present, pre-school education is a hot topic in society, and the development of pre-school education has attracted more and more attention. All parents hope that their children can be affected by pre-school education in education. Therefore, it is extremely important to cultivate the ability of high-quality educators. "Educational Psychology" is an important professional course offered by preschool education majors.

At present, there are many editions of "Educational Psychology" textbooks, with different levels of difficulty, but for preschool students who lack psychology and pedagogy related knowledge, they are still relatively abstract and difficult to understand. Some more abstract concepts or content are more obscure and difficult to understand, and students cannot understand it, which makes it more difficult to learn. Since students have not studied general psychology before, they have no

knowledge of related theories, so many problems arise in the learning process.

In addition, some students lack cultural knowledge, strong subject expertise, poor language comprehension skills, and poor abstraction skills. In many cases, they don't know where to start. There are also some who have no direct interest in this course and tend not to pay much attention to professional theory courses. In addition, this course is very theoretical, and some students may give up if they don't understand it, and some students often lose concentration in class and don't understand the content of the textbook and the teacher's explanation. Some students have high self-esteem, and once they are criticized by the teacher, they will have negative and rebellious emotions, which will affect the improvement of classroom teaching [8-9].

Therefore, how to improve the classroom teaching effect of the preschool education major "Educational Psychology" has become the focus of teaching researchers and teaching workers. First, it is necessary to cultivate students' interest in learning this course. Interest is the best teacher, is the motivation to encourage students to learn actively, and also encourages important personal psychological energy. When teaching this course, if the students themselves do not have the desire to learn, even if the teacher forces them to study, it will not produce the expected results, and the students may even experience fear and rebellion. With a strong interest in learning, students will actively resist the fatigue generated in the learning process, constantly obtain pleasant spiritual experiences, and will actively explore the concepts, meanings, cases and other information in the textbook. The speed of comprehension is accelerated, the memory is firmer, and the learning effect is naturally improved. Accurately extract the information stored in the cognitive structure and improve the ability to solve practical problems [10-11].

Second, we must grasp the intensity of emotional contagion. Most emotions are closely related to meeting people's social needs. Anything that can meet people's needs will bring positive emotional experiences, such as love, satisfaction, happiness, etc. Positive emotional experience can also stimulate people's active activities. Whether a positive emotional experience can be produced in the learning process directly affects students' learning enthusiasm. Teachers need to understand this characteristic of students, integrate their emotions into the classroom, into the learning atmosphere of students, trigger good emotional reactions, and allow students to learn the "student psychology" of positive emotions at all times, so as to achieve the best learning effect. Teachers need to put their true emotions into teaching in order to infect, motivate and influence students.

In addition, we also need to pay great attention to the individual differences of students. There are obvious individual differences between students. Therefore, only by understanding the individual differences of students can we ensure that students can effectively and timely absorb the content of the course. Therefore, teachers must continue to innovate in teaching methods, explore teaching methods that suit students' interests, and then define teaching content scientifically and appropriately according to the actual situation of students. To continuously improve the quality of teaching [12].

3. Questionnaire and Research

3.1 Questionnaire Design Process

The subjects of the questionnaire survey are 80 pre-school education students from A Normal University. Through the issuance of online questionnaires or paper questionnaires, the collection and quantitative analysis of the information filled in by users are carried out to draw conclusions of the questionnaire.

In the preliminary preparation of the questionnaire, the number of questions should be as concise

as possible to avoid fatigue of the interviewees.

The questionnaire is released. Questionnaires were distributed through online questionnaires, on-site questionnaires, and inviting friends to help ask friends and students around them. A total of 80 questionnaires were distributed, 80 valid questionnaires were returned, and the questionnaire recovery rate was 100%.

Questionnaire analysis. Organize the collected questionnaire information to get the required information data. Analyze the results of the questionnaire. The analysis results include students' learning interests, learning styles, classroom content presentation methods, and the impact of students' attention on classroom teaching effects. Some of the results obtained from the questionnaire are as follows.

3.2 Calculation Methods Used in the Questionnaire Survey

In the process of questionnaire survey, the returned questionnaires include valid questionnaires and invalid questionnaires. Then, it is necessary to perform statistical analysis on the answer to each question in the questionnaire. For example, the first question has three options of A, B, and C, and then calculate the proportion of the answer to the questionnaire as A. Choose to consider all responses, and then calculate the choices for B and C. The proportions of all responses and compare their values. If the value is less than 5%, it means that the option is not representative and the option setting is inappropriate. If a value is greater than 80%, it means that the option is too representative and must be subdivided, otherwise it cannot reflect the real different situations. The specific calculation method is shown in formula (1)(2)(3).

$$E = W/R \quad (1)$$

$$C = \min \left\{ \frac{Y_1}{Y}, \frac{Y_2}{Y}, \dots, \frac{Y_m}{Y} \right\} \quad (2)$$

$$G = \max \left\{ \frac{Y_1}{Y}, \frac{Y_2}{Y}, \dots, \frac{Y_m}{Y} \right\} \quad (3)$$

Among them, E is the response rate, W is the number of valid questionnaires recovered, and R is the total number of questionnaires distributed. C is the minimum degree of difference, D is the maximum degree of difference, Y is the total number of people, and Y_m is the number of people who choose the mth item.

3.3 Questionnaire Survey Content

The first part is selected 80 pre-school education students to investigate the influence of students' learning interests, learning methods, classroom content display methods and students' attention on classroom teaching effects.

The second part is to sort out the information collected in the questionnaire and understand the opinions of 80 respondents on the factors that affect classroom teaching. Some of the survey results are shown below.

4. Analysis and Discussion

In this questionnaire survey, the impact of students' learning interests, learning styles, classroom

content display methods and students' attention on classroom teaching effects was investigated. The survey results are shown in Table 1.

Table 1. Factors Influencing the Effect of Classroom Teaching

Project	Very influential	Influential	General	Not influential
Students' interest	10	7	2	1
Diversification of learning methods	8	7	3	1
Course content displaying forms	9	8	1	2
Students' attention in class	11	7	1	1

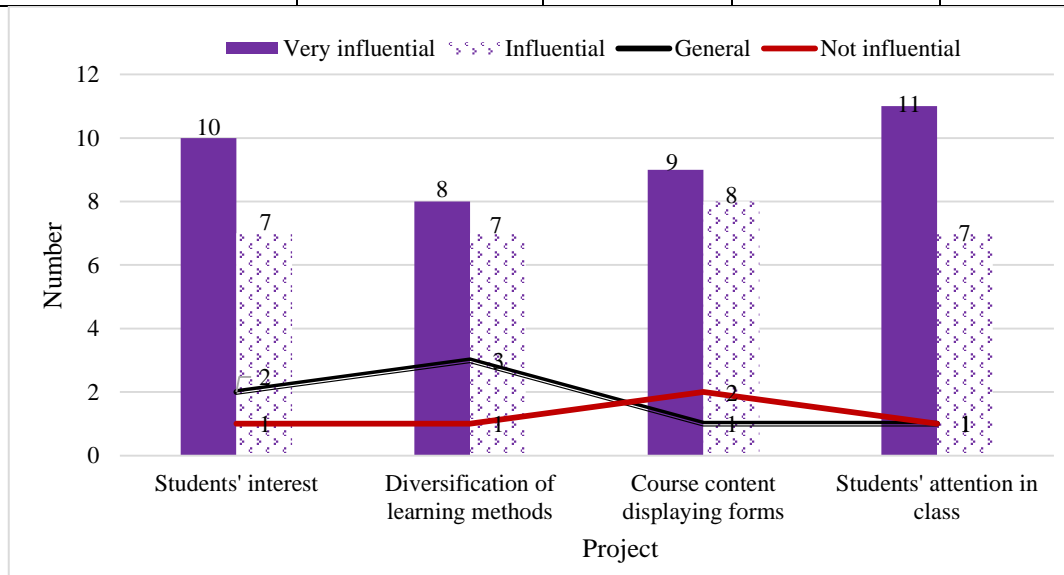


Figure 2: Factors Influencing the Effect of Classroom Teaching

It can be seen from Figure 2 that among the 80 students interviewed, 38 believe that students' learning interests, learning styles, presentation methods of classroom content, and students' attention have a greater impact on classroom teaching effects, while only 5 do not think influential. It can be seen from this that most of the interviewees believe that the effect of classroom teaching is greatly influenced by students' interest in learning, learning methods, presentation methods of classroom content, and students' attention. If you want to further improve the teaching effect, you need to start to improve in this respect.

5. Conclusion

With the continuous deepening of China's basic education reform, preschool education has an increasing demand for the quality of kindergarten teachers. How to improve the professionalism of kindergarten teachers has become one of the important research topics. Educational psychology is a theoretical and practical cross-discipline, which involves psychology, pedagogy and other related fields, and has strong application value. It is one of the compulsory courses for preschool education majors. It studies the relationship between the phenomenon of education and the law of human psychological development and its changing trends, and uses it as a scientific method. Therefore, this article focuses on the strategy of improving the classroom teaching effect of the preschool education major "Educational Psychology", which has important research significance and application value.

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