ANALYSIS ON RESEARCH ON THE TEACHING MODE REFORM OF PSYCHOLOGY UNDER EDUCATIONAL PSYCHOLOGY

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ABSTRACT

Psychological education and teaching methods have a significant impact on educational outcomes; therefore, in a changing educational environment and with shifting educational objectives, it is important to actively promote education and teaching method reform. Observations of educational and teaching practises at this point show that as network applications become more widely used and computer technology becomes more widely integrated into educational settings, the methods and modes of instruction are becoming increasingly diverse. But it comes with a host of complications. Increasing numbers of college students are hooked on the virtual world of the Internet. As a result, they suffer from mental and physical health issues such as depression, confusion, and autism, and they may even turn to crime as a means of coping with their situation. In this article, examples of educational psychology's opportunities and challenges in colleges and universities under the influence of information technology will be discussed. The author's goal is to help college students better understand their own mental health.

1. INTRODUCTION

Most children around the world make the transition from primary to secondary education around the age of 10–14, which is considered a normative event. Despite the fact that the majority of students switch schools at some point during their education, educational systems around the world differ significantly. While in the United States (US), the ages and grades of transition vary from school to school, with children transitioning between the ages of 10-14, children in England transition in Year 6 at the age of 11. (5th and 8th grade, respectively). However, it is not uncommon for children in the United Kingdom to attend schools where they can finish their education all in one place, though this is rare. All throughout this review, primary education refers to the period of time between the ages of 10 and 14 when a child moves from primary to secondary education, while secondary education refers to the time between the ages of 14 and 16 when a child moves from primary to secondary.

1.1 Early Connections Between Psychology and Teaching

Faculty psychology and formal discipline, concepts developed by a group of Scottish philosophers, were promoted by James Sully in a book for teachers published in 1886. Mind faculties like memory, judgement, and attention need to be strengthened just like the muscles of the body need to be strengthened through exercise, according to the theory presented. Studying Latin, Greek, and mathematics were the best forms of "mental exercise." To improve one's logical reasoning, it was thought that learning computer programming would be beneficial.

It's time to start taking psychology classes in college here in the States. Psychology has always been associated with educators. In 1890, William James established psychology in the United States at Harvard University with his Talks to Teachers about Psychology lecture series. Summer schools for teachers around the country gave these lectures, which were then published in 1899 as a book and Atlantic Monthly magazine articles.

APA was founded by G. Stanley Hall, a student of James, and he served as its first president. Children's perceptions of the world were the focus of his dissertation, and teachers assisted him in collecting data. As his mother had done when she was a teacher, Hall founded the child study movement in the United States and encouraged teachers to make detailed observations to study their students' development (Ross, 1972). Pedagogical Seminary, a journal he founded, and courses

in child study were introduced into normal schools around 1863 by Hall's ideas about psychology (Berliner, 1993; Hilgard, 1996). Student John Dewey of Hall's established the University of Chicago Laboratory School, which is credited as the birthplace of progressive education.

Learning and teaching were closely linked to psychology throughout the first half of the twentieth century. Thorndike, Judd, or their students were not uncommon to be both APA presidents and authors of educational materials for teaching or evaluating school subjects. Teaching and assessing literacy and arithmetic, as well as handwriting, drawing, and spelling in the classroom were among Thorndike's many accomplishments. A century ago, educational psychology was declared a "guiding science of the school" by Cubberly (1919).

According to Hilgard (1996), who studied educational psychology between 1926 and 1956, "nearly all teachers in preparation took an educational psychology course" (p. 998). Prospective teachers could learn about educational psychology in one of two ways during this time period. For one thing, there was a course and text that attempted to replace general psychology with a focus on "psychology for teachers" (e.g., Gates, 1923). Alternatively, you could begin by taking an introductory psychology course, after which you could go on to read books like Reed's (1927/1938) Psychology of Elementary School Subjects, which examines how psychology can be used in the classroom to help students learn how to read and do math.

2. COMMON PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY COLLEGE STUDENTS

A. Study and Employment

Students' primary concerns are education and employment. Students have a lot on their plates, especially in professional courses at the university level, not to mention the numerous certificates they must earn. While this is going on, college students must deal with the stress of finding jobs. The fear, anxiety, and exhaustion that students have experienced as a result of this situation can be attributed to a variety of factors. Nearly 30 percent of students on college campuses are plagued by learning anxiety and concerns about finding work, according to relevant data.

B. Interpersonal Aspects

College students' interpersonal relationships are primarily based on their interactions with teachers, classmates, and parents. When a teacher doesn't understand themselves or interferes too much in a student's free time, the student will feel frustrated and confused. College students will be distraught if they find it difficult to get along with their peers. Inability to communicate with parents at home, resulting in a lack of understanding and a lack of harmony in the family. Students' mental health has been exacerbated by these conditions.

C. Emotional Aspect

Students who are wealthy and well-off may be more susceptible to mood swings because they are still in their adolescent years. They are unable to control their emotions at times. There are some students who are psychologically weak and have a hard time coping with stress. Some students, on the other hand, are so reliant on being pampered that they are unable to adapt well to university life.

3. ANALYSIS OF THE CURRENT SITUATION OF PSYCHOLOGICAL EDUCATION AND TEACHING MODE UNDER THE CONDITION OF INFORMATIZATION

It is possible to identify the specific problems that exist in psychology teaching mode under the conditions of informatization and use this information to guide the reform of the teaching mode. Psychological education teaching methods are summarised in this paper, as well as the following issues.

In the first place, it's important to note that the mode is singular. Single-teacher classrooms haven't changed despite widespread use of information technology in education, according to a summary of current teaching practises The following is a list of its primary capabilities: There are two modes of teaching in classrooms: l) where the teacher has a monopoly on information, and l) where students have a limited amount of room for their own thoughts and ideas to develop. Passive suspension of classes is common among students [2]. Teacher-student interaction is an important part of educational practise because it helps students better understand the material they are being taught. As a result, the overall impact on student learning is deemed more

significant. However, the single teaching mode places more emphasis on teachers' teaching methods, which results in students' learning passivity being the most prominent feature of this mode.

Teachers and students are clearly at odds in today's classrooms, which is a problem in itself. The effectiveness of education and teaching is greatly influenced by the relationship between teachers and students. What happens if the relationship between teachers and students is not harmonious, teachers' teaching lacks motivation, and students have no desire to learn? The relationship between teachers and students needs to be maintained through communication and communication, according to the reality of things. However, communication between teachers and students is minimal in the current teaching model. Moreover, the exchange of information is restricted to certain students and teachers only. If we want to improve the final educational and teaching effect, we need to address this issue immediately. Key to solving the problem is to create a new teaching mode, emphasise the equality of teachers and students in teaching, and establish a solid foundation for communication between the two sides. Digitalization, networking, intellectualization, and multimedia are some of the most notable features of educational informatization as it is currently being implemented. Many advanced technologies are used in the practise of educational informatization, such as digital technology and networking technology [4]. Cooperation amongst schools is a common feature of

educational informatization due to its emphasis on openness, sharing, interaction, and cooperation.

Generally speaking, in the current stage of education practise, education informatization can comprehensively promote the progress of education modernization, and the use of educational information technology can promote traditional teaching reform. Education informatization has brought about significant changes in the form of education and learning methods, and the traditional educational ideas, concepts, models, content, and methods have undergone significant changes as a result [5]. In a nutshell, education informatization is an important part of national informatization. Changing educational concepts and ideas, deepening educational reform, enhancing educational quality and efficiency, and cultivating innovative talent are all critically important. It's a no-brainer that education must take a leap forward.

Current reforms in teaching and teacher education

Education psychologists can now begin to prepare for the future role of educational psychology in teacher education by looking at the recommendations for reforms and innovations in the field of teaching. These changes have implications for what should be taught and how it should be taught in the field of educational psychology (process).

Reforming Schools

A study by Howey (1996) examined the reform and reorganisation efforts in K–12

education to determine the underlying assumptions about how students learn and how teachers teach them. As part of his research, he looked at several other initiatives, such as the Edison Project, Next Century Schools proposals, New American Schools Corporation projects (such as Roots and Wings), the Comer School Development Program, the Higher Order Thinking Skills Program, Levin's Accelerated Schools, the Reading Recovery Project, and Hirsch's Foxfire Project.

Views of teaching and learning in school reforms.

Reformed schools will rely heavily on the continuity of cohorts over time, according to Howey (1996). Teachers and students will work together in classrooms where cooperative learning structures are the norm and where students are reliant on each other. Interdisciplinary units and theme-based lessons will be incorporated into the course. Clear and high standards will be enforced, and the assessment process will be closely linked to these standards. Learning in the future will shift from traditional modes, such as relying on texts, to inquiry, conceptual learning, the use of electronic communications, and other innovations. Students will be expected to work on their social and emotional well-being as well as their academic, cognitive, and metacognitive growth. Students, parents, and administrators will all expect teachers to work together on projects. Learning communities, mutual learning, and interdependence are frequently mentioned as desirable aspects of teaching and learning. Consequently, teachers will benefit from

knowledge of how students' metacognition and thinking change over time; how to use dialogue, social interaction, and collaboration to support learning; how to match different teaching methods to students' abilities and desired outcomes; communication skills; and how to assess multiple outcomes.

4. RESEARCH ON THE TEACHING MODE REFORM OF PSYCHOLOGY EDUCATION UNDER THE CONDITION OF INFORMATIZATION

Psychology education can be improved by changing the way it is taught in the modern world of information technology. In addition, promoting teaching reform has a significant impact on solving current teaching issues, so it is of great practical importance to analyse and discuss the reform of psychology teaching mode based on information conditions. These aspects should be emphasised in order to promote the specific work being done in education reform at this point. Prior to formatting, finish editing the content and organising it if necessary. It's important to keep these things in mind when you're checking for errors in spelling and grammar:

A. Combining with infonnation technology to improve multiple teaching methods

We can use information technology to improve multiple teaching methods in order to effectively promote the reform of psychology teaching. According to the results of a survey, the classroom narration method is the most commonly used method

of teaching in the traditional classroom. Teachers are the primary source of materials and information for students because there are few avenues for them to obtain it. Students' access to information materials has become more diverse, and students' learning freedom and openness have also been significantly improved, so it can solve the problem of information technology and implement a variety of teaching methods in the classroom. The following techniques can be put into practise based on the results of this stage's analysis: 1) The use of a computer network as a teaching tool [8]. Most commonly, this term refers to the use of network education resources to teach students. In practise, this method is flexible and free, allowing it to transcend both time and space. Students can access educational materials that their teachers have posted on the network at any time and from any location. Students' learning options have been greatly expanded as a result of this method, which serves as a complement to traditional classroom instruction. Secondly, the independent case study method [9]. Autonomous case analysis refers to a technique in which students use the Internet to find and analyse real-world cases, then write up their findings and share them with their professors through reports and other means. It is also possible to supplement learning by clarifying one's own understanding of the lack of this in communication, thus making it easier to learn. From a methodological standpoint, this method can cultivate students' desire to learn on their own and play a significant role in enhancing students' ability to learn comprehensively.

B. Making use ofinfonnation technology to build psychological teaching platfonn

The development of a psychological teaching platform can be prioritised as part of the reform of psychological education teaching methods in an information-driven environment. We need to pay attention to the platform's construction as we build a psychological teaching platform. As a result of practise, we need to emphasise the following aspects of an application platform for teaching practise: 1) The safety of the platform [10]. Creating an information platform for psychology education is the primary goal of the project. Teachers' materials, students' personal information, and students' browsing histories are all available. In order to ensure the safety of students, we must ensure that the platform's security measures are in place before the platform is built. Secondly, database creation. 2) Classifying and storing teacher-submitted materials, such as books, videos, and analysis data for specific issues are the primary goals of database construction. In order to improve the accuracy and timeliness of students' data searches, the database will be classified and stored in a more scientific manner. 3) Platform management and upkeep is a must. Stability and long-term viability necessitate management and maintenance of the psychological teaching platform. Platform operation will have a greater impact if the management problem is solved first, and then the corresponding maintenance is carried out by the management problem factors.

CONCLUSION

It can be said that technological advancements create favourable conditions for the modernization of psychological instruction. Based on the demands of reform, it is of great practical value to actively analyse the mode of reform of psychological education and teaching. As a result of recent developments in the field of psychological education and teaching methods, this paper provides an overview and analysis of educational information technology and information technology reforms, as well as specific reform strategies and methods of the psychological education teaching method, which can serve as a more comprehensive guide and reference for the current educational practise.

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