

The Challenge of Traditional Teaching Approach: A Study on the Path to Improve Classroom Teaching Effectiveness Based on Secondary School Students' Psychology

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Abstract: Currently, the psychological issues faced by secondary school students and their impact on classroom instruction are widely discussed. Throughout the middle school years, adolescents experience both physical and cerebral development. As material living conditions improve and social attitudes diversify, secondary school children experience fast cognitive development, possess a strong sense of self, and may also exhibit anxiety and rebellious tendencies. Nevertheless, the present traditional classroom exhibits many drawbacks, including a singular teaching approach, disconnection from real-world applications, insufficient emphasis on perceptual skills development, and disregard for students' active engagement in information acquisition. Conventional classrooms are no longer capable of fulfilling the requirements of learners. Thus, considering the psychological traits of middle school children, this study proposes the following recommendations: Firstly, create a classroom environment that is focused on the needs and interests of the students. Secondly, use the cooperative learning approach inside the classroom. Lastly, incorporate the usage of multimedia tools and techniques for instructional purposes.

Keywords: Secondary school students, psychology, traditional classroom, teaching approach

1. Introduction

The issue of psychological well-being among secondary school children is currently a prominent subject of discussion, as it directly impacts their holistic growth and development. During middle school time, adolescents experience fast physical and psychological development, leading to significant changes in their psyche. Simultaneously, as The Times progresses, the method of education is consistently evolving and enhancing, resulting in a transformation of the educational approach. Hence, the conventional classroom may face certain impediments and difficulties. The conventional method of teaching has proven inadequate in addressing the developmental requirements of kids. Hence, in this specific situation, it is crucial to enhance classroom instructional techniques. Currently, several researchers are investigating the subject matter of classroom instruction. For example, Yu explored the characteristics and drawbacks of traditional classroom [1]. Others are focusing on the material associated with the psychology of middle school children, for instance, O'Driscoll investigated that teenager students' development of psychology including self-awareness and critical thinking [2]. Nevertheless, there is a need for more papers addressing strategies

to enhance classroom instruction by considering students' psychological aptitude. Hence, this paper aims to investigate strategies for how to improve classroom instruction by taking into account students' psychological traits.

2. Psychological Characteristics

The secondary school stage is a unique and significant phase in the overall trajectory of human existence. Adolescents in secondary school are currently experiencing a crucial stage of personal growth and maturation, undergoing significant physical and psychological development. Nevertheless, in terms of physical growth, the pace of psychological development is comparatively sluggish, with the psychological state still undergoing a transitional phase from juvenile to mature development. Thus, the physical and mental state of secondary school adolescents is characterized by a lack of homeostasis. Thus, the psychological attributes of youngsters may be succinctly outlined as follows.

2.1. Self- Awareness

Adolescents possess a strong sense of self. Self-awareness refers to a person's capacity to recognize and comprehend the various aspects that define their individuality, such as their personality, behavior, values, beliefs, emotions, and ideas [3]. The development level of adolescents' self-awareness has always been higher than that of self-control and self-experience [3]. As a result, one of the prominent features of the psychological composition of secondary school students is a strong sense of self-awareness. At the same time, adolescence is a stage in which independent awareness and identity of secondary school children begin to emerge and develop. During this stage, most high school students hold the belief that they possess the qualities of adulthood, such as independent thinking and a strong sense of autonomy. Their aptitude for independent contemplation and their proficiency in absorbing knowledge gradually enhances. also, they strongly express a wish to be freed from the multitude of regulations and limitations that encompass them. They have a profound curiosity for self-awareness and self-assessment, desiring opportunities for self-expression both in their personal lives and in the classroom [1].

2.2. Anxiety

The majority of adolescents experience anxiety. Anxiety defines as an unpleasant emotion that occurs when an individual anticipates an adverse outcome or vague threat. It is characterized by tension and fear. Secondary students often experience an intense feeling of anxiety and stress, especially in China. The previous research shows that the average anxiety level of Chinese secondary school students is higher than that of American students in the same period [4]. There are 63.2% of Chinese middle school students experiencing in a state of severe learning anxiety [5]. Adolescents experiencing anxiety frequently express a sense of isolation and humiliation [2]. At the same time, children may develop depression due to feelings of anxiety [3]. The prevalence of depression among secondary school students is estimated to be 37.86%, according to research that was conducted in the past [6].

Anxiety can arise as reactions to the societal emphasis on academic success [2]. Students will redirect their focus towards self-reflection, encompassing both physical and psychological growth. They will become more observant of their abilities, comparing themselves to their peers. Additionally, when faced with setbacks in their learning, they will actively seek out their own weaknesses and amplify them, engaging in self-criticism. Moreover, anxiety and stress diminish the learners' inclination to engage in academic pursuits, as evidenced by their lack of attentiveness during lectures, reluctance to participate in oral activities, and unwillingness to engage in discussions with peers.

2.3. Rebel Psychology

An obvious trait of adolescence is the inclination towards rebellion. Rebellious psychology refers to a psychological state that frequently emerges throughout the adolescent stage of development. Rebellious psychology is characterized by a powerful subjective experience, where teens have their emotional attitude towards the objects around them based on their subjective feelings. Their perspectives on individuals and objects in their surroundings are not grounded in the objective qualities of those things or the universal principles of morality, but rather in their own personal cognitive capacity, as well as a distinct cognitive framework and disposition that teens employ to make judgements. For instance, if a subject content in the teacher's class is uninteresting or if the teacher's instructional approach is repetitive, students may opt to disregard the class or just abstain from attending.

Simultaneously, secondary school students, motivated by their rebellious mentality, will cultivate curiosity, so fostering the development of inventive thinking. In contemporary society, there is a continuous advancement, and middle school children possess extensive information and a wide perspective. As a result, they exhibit active cognitive processes, a penchant for exploring novel concepts, a strong sense of curiosity, and a variety of hobbies. Throughout their educational journey, individuals will be constrained by several customs and practices. With the aid of modern technology, secondary school students now have access to a wide range of novel concepts and ideas. They are empowered to express their own unique perspectives and ideas and possess the capacity to think critically and explore independently, enabling them to ask questions and identify problems. The presence of rebellious psychology in teens enhances their receptiveness towards society and openness to novel experiences.

3. Problems of Traditional Classes

The typical classroom environment exemplifies an instructional strategy that is built on knowledge. Although this approach to instruction enhances knowledge, it is disconnected from students' everyday learning experiences and real-world situations. Students are subjected to a state of a lack of activity where their unique qualities and ability to think creatively are suppressed, their drive and untapped potential are ignored, and they are deprived of the chance to engage and contribute. This traditional teaching method has the following disadvantages.

3.1. Singular Teaching Approach

The traditional classroom has the characteristics of singular teaching approach. In traditional classroom teaching, the teacher is the center, the teaching process emphasizes system and integrity, and students have little space to think. The relationship between teacher and student is one of subject and object: the lecturer is the teacher and the subject. The listener is the student and the object [7]. As the object, the main task of the student is to listen to the lecture and store the knowledge that the teacher has said. In this kind of classroom teaching, there is no dialogue or communication between teachers and students, but a vertical relationship rather than a parallel one [7]. Students are passive in classroom teaching, and teachers can't take care of every student with different foundations and interests in class. Many students lose interest in class content because their initiative and enthusiasm are not fully used in class. The Teacher-centered class could not hear the "voice of students", so that students could integrate into the classroom and bring their own personality characteristics into play. It cannot solve the anxiety problem of students, but will deepen the psychological pressure of students, resulting in depression. Students' exploration and curiosity cannot be satisfied. In this kind of authoritarian traditional teacher-student relationship, students develop only a kind of attachment to the authority of the ideas and ideas, they receive education is to listen to the teacher tell them what to

think and do. The result is that in the future, they will only become a kind of passive and uncreative workers.

3.2. Rigid Educational Style

The traditional classroom is divorced from real life. Traditional classroom teaching teaches students knowledge based on textbook knowledge. This overshadows students' understanding and experience of real life [8]. Insufficient subject experience or lack of subjective experience will restrict the effectiveness of teaching. Because knowledge itself has rich and vivid practical content, while the language representing it is abstract and simple [1]. According to the viewpoint of educational psychology, students should understand and learn knowledge through deeper teaching such as practice [1]. However, in traditional education, students only remember the text in the textbook, but do not understand the actual content. This kind of teaching is very abstract and symbolic, which violates the law of students' learning.

3.3. Neglecting Cognitive Learning

Traditional classroom teaching lacks the education of perceptual ability [1,8]. It only focuses on the learning of students' rational knowledge and rational ability, while ignoring students' perceptual cognition education. In traditional classroom teaching, curriculum knowledge is only regarded as a kind of distillation and generalization of the historical experience of human society, which is a theoretical knowledge system extracted by scientists or curriculum planners from the treasure house of human cultural knowledge and constructed according to the logic of subject knowledge. They are often synonymous with eternal and unquestionable truths. It is characterized by objectivity and value neutrality. Research in educational psychology shows that the process of students mastering knowledge is a combination of perceptual and rational knowledge [1]. In the process of students acquiring knowledge, both rational factors and perceptual factors are indispensable, which is the inevitable requirement of educational integrity.

3.4. Ignoring the Process of Student Exploration

Traditional classroom emphasizes knowledge acquisition but neglects the process of students' knowledge exploration. As far as knowledge itself is concerned, it is the product of thinking, which in content contains profound thinking and rich wisdom, but in form, it is simple, ready-made conclusions. Imparting knowledge is not only to teach students existing conclusions, but also to guide students to explore the process of knowledge discovery [1]. Only in this way can students really understand and master knowledge. Traditional classroom teaching is just a kind of formal shortcut teaching, which turns the vivid process of conclusion formation into monotonous and rigid memorization of articles, which strips away the internal connection between knowledge and intelligence from the source.

4. Suggestions

4.1. Student-Centered Classroom

Given the ongoing growth of students' self-awareness during adolescence and the psychological traits of high school students, such as a strong sense of independence. It is beneficial to implement independent learning to create a student-centered classroom [5]. This approach allows students to fully express their individuality and actively engage in classroom activities. When teaching, it is important for teachers to provide students with the chance to demonstrate their performance in the classroom. This allows students to effectively express their opinions, thoughts, and emotions. By

doing so, students not only develop a sense of self-awareness, but also engage in active learning, understanding, and acceptance of educational material. Furthermore, it has the capability to harness the abilities of pupils and enhance their physical and cognitive growth [1].

Teachers ought to emphasize the establishment of a student-centered classroom environment, and they can implement the use of discussion-based teaching methods.

Discussion teaching refers to an instructional approach that is carried out under the direction of instructors and involves the group discussion of the material being taught, the expression of opinions, the debate, and the drawing of conclusions in order to acquire information. When implementing discussion-based teaching approach, educators should provide a distinct instructional question that incorporates the fundamental attributes of subjects and the pertinent knowledge and experiences of students and let students to discuss it in a group and share their opinion. The purpose of this method is to encourage students to actively investigate and confidently engage in discussions, which in turn enables them to demonstrate their capacity for independent thinking and cultivate their independent thinking skills. The students are the primary agents in this instructional approach, and they collaborate as a group to accomplish their objectives. The interplay of rivalry and collaboration among the groups enhances students' motivation for learning and maximizes their individual learning capacity. Furthermore, the collaborative promotion fosters collective improvement among students, therefore mitigating the anxiety commonly connected with the learning process.

At the same time, in a student-centered classroom, the teacher may empower the students by granting them autonomy and the freedom to make choices, thus fostering a greater sense of active participation among the students. For instance, during classroom activities, teachers can provide students with a diverse range of options and allow them to autonomously select the subject matter for the activities. By engaging in autonomous choice, students have the opportunity to strengthen communication and exchange between teachers and students, thereby improving student involvement in the classroom.

4.2. Collaborate Learning

Teachers can actively implement cooperative learning strategies to enhance the ongoing collaboration among learners. Through the process of course learning, students develop comparable cognitive abilities in their brains. They acquire the skills to effectively employ this cognition in problem-solving. This aligns with the scientific principle of cooperative learning, which asserts that the bulk of learning in a course involves the construction of cognitive frameworks. However, there is a clear distinction between knowledge and cognition. Knowledge is the comprehensive collection of information that may be accessed through sources such as textbooks or other educational materials. Cognition is a subjective concept that arises within the brains of students following the acquisition of knowledge. Cooperative learning has the capacity to effectively reduce such disparities [9]. The contact between students in cooperative learning fosters a cohesive consensus and facilitates the integration of objective material and subjective consciousness through conversation and collaboration.

The cooperative learning is significant since it facilitates the shift from individual competition among students to group competition. It also enhances the learning efficiency of a single person by harnessing the collective efforts of a large number of individuals working together. Ultimately, it improves the overall efficiency of learning [10]. In order to further encourage students to communicate with one another and to nourish the progressive growth of students, it is important to continue to lead students to assist one another. This will help students acquire and comprehend more information. Furthermore, it is of extreme relevance in terms of the enhancement of students' interpersonal skills, and it contributes to the alleviation of students' sense of isolation and anxiety.

4.3. Multimedia and Information and Communication Technology (ICT) Teaching

The utilization of Information and Communication Technology (ICT) is generating substantial alterations in the educational process. The current curriculum focuses on developing student proficiency and effectiveness, prioritizing the practical use of information rather than mere factual knowledge [9]. The utilization of multimedia as an instructional approach is feasible for educators. The traditional pedagogical approach, which revolves around the teacher, is disrupted by the implementation of multimedia instruction. In this teaching process, students acquire knowledge by engaging with media technique under the guidance of their instructors. When employing multimedia in education, teachers may effectively use the rebellious mindset of their students to identify their areas of interest and then showcase them via computers. Simultaneously, instructors have the duty to create educational opportunities that are relevant and captivating for their students. Teachers may utilize multimedia to create diverse classroom activities that enhance the depth and engagement of the class, hence fostering active student participation and focused attention. Students enthusiastically engage in learning activities, consequently fostering their drive and interest in learning.

According to the constructivist approach, learning is characterized by its realism and focus on the learners [9]. ICT is a valuable tool for implementing constructivist learning techniques. Teachers may utilize ICT to provide students with simulated and customized learning environments. Using educational technology as a constructivist tool can facilitate students in presenting their ideas and expressing their knowledge. Also, it can help them to analyze and processing information in a collaborative learning setting [9]. Furthermore, multimedia serves as a potent instrument for facilitating cognitive processes among learners, as well as enabling them to disseminate and articulate their information. Students can enhance their learning of subjects by using these applications, which provide valuable support and facilitate practice. Furthermore, it is advantageous to implement distinct strategies for problem-solving. By employing computers, students can develop capacities for higher-order thinking [9].

5. Conclusion

The paper examines the psychological traits of secondary school students and investigates methods to enhance the efficacy of conventional classroom instruction based on these traits. This research argues that learners in the secondary school stage are in the period of adolescence, and they exhibit three primary psychological characteristics during this era. Firstly, secondary school children possess a robust self-awareness, want for autonomy, and desire to have their opinions acknowledged by others. Furthermore, a significant majority of secondary school pupils experience anxiousness. Their anxiety stems from the act of studying and engaging in comparisons with their peers, which can result in more severe outcomes such as depression. Students in the middle school period exhibit a robust inclination towards rebellion. They perceive their surroundings through the lens of their emotions and perspectives. However, middle school children may be motivated by this inclination towards rebellion to cultivate curiosity and thus develop inventive thinking. Nevertheless, the conventional classroom adopts a teacher-centered approach to instruction, which gives rise to certain issues. Primarily, the conventional classroom teaching method is singular, posing challenges for pupils to fully assimilate into the classroom environment and express their own personality traits. Furthermore, the conventional classroom setting is detached from actual life, hindering students' comprehension and firsthand knowledge of reality. Moreover, conventional classroom instruction fails to address the development of perceptual skills and instead prioritizes the acquisition of students' logical knowledge and reasoning abilities. It prioritizes the acquisition of knowledge while disregarding the process of students' knowledge inquiry. Consequently, the conventional classroom has failed to cater to students' requirements. Hence, this article suggests implementing a student-centered classroom, where teachers

may employ discussion-based teaching methods, allowing students to take initiative and make choices. Furthermore, educators should actively implement cooperative learning strategies to bolster students' capacity to collaborate and provide mutual assistance, therefore mitigating students' feelings of isolation and distress. Teachers can enhance the variety of classroom instruction and boost students' learning motivation by implementing a multimedia teaching approach.

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