

# *Research on the Influence of Educational Psychology on Teachers' Education and Teaching*

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**Abstract:** In recent years, education has been continuously developing and improving. The traditional “cramming style” of “teaching” and “preaching style” of “education” are being negated more and more. The development of modern education requires teachers to be able to master students’ psychology. At the same time, pay attention to the teacher-student interaction in teaching practice. Educational psychology is a science that studies the basic psychological laws of learning and teaching in the context of education and teaching. It mainly studies the psychological process of the teacher-student interaction in teaching and learning, and the psychological phenomenon in the process of teaching and learning. Although Educational psychology is closely related to the basic theories of general psychology, its main research content is students’ psychological phenomena and the regular pattern of psychological development under the conditions of education and teaching. The relationship between Educational psychology and pedagogy is quite close. Through the guidance of Educational psychology, teachers can understand students’ psychological phenomena and psychological development laws under the conditions of education and teaching. With the help of Educational psychology, it is easier for teachers to understand students’ learning motivation, habits, and influencing factors. Teachers, through the appropriate application of educational psychology, can improve the overall planning of education and teaching, improve teaching methods, and improve teaching efficiency.

**Keywords:** educational psychology, student learning, teacher teaching, influence, application

## 1. Introduction

With the uninterrupted growth of The Times, the role of educational psychology in education is becoming more and more significant. At present, the research in Educational psychology on learning has shifted from behavior to cognition [1]. Educational psychology now places greater emphasis on meaning and meaning-building models of learning and cognition [1]. At the same time, Educational psychology has gradually begun to pay attention to individuals in social and cultural situations, and has increasingly attached importance to the role of individual emotion and motivation in learning [1]. As a subject that combines pedagogy and psychology, the influence of educational psychology on teacher education and teaching is the focus of this paper. This article uses the literature research method, observation method, induction method, and comprehensive method to carry out the research of educational psychology. In this paper, the important influence of educational psychology on

teacher education will be expounded from the teaching ideas and teaching methods advocated by educational psychology and how to apply educational psychology in the concrete teaching process.

## 2. The Generation and Development of Educational Psychology

Since the development of education, there have been many educators in the history of education practice according to people's psychological state targeted teaching. For example, Confucius, the ancient Chinese educator, put forward the teaching method of "no anger, no revelation, no explanation", and Socrates, the ancient Greek, put forward the educational psychology thought of "I am not to give people knowledge, but to make knowledge produce its own midwife". But Educational psychology became an independent discipline at the end of the 19th century. The emergence of educational psychology is the historical process of combining psychology and education and gradually forming an independent branch.

Herbart was the first scholar to explicitly propose psychology as the theoretical foundation of pedagogy. In 1806, he published the book *General Education*, trying to explain some problems of education from the point of view of psychology. In 1835, he published the *Outline of Education*, which added a series of educational psychology ideas. His attempt to combine psychology and education has played a great role in promoting the emergence of educational psychology. Later, the Russian educator Ushensky, who published in 1866 *Human is the object of education*, and the Russian educator Kapterev, who published in 1877 *Educational Psychology*, both played a role in promoting the development of educational psychology. However, education psychology, which officially became an independent discipline, cannot leave out the American psychologist Thorndike's outstanding contribution. In 1903, Thorndike wrote the book *Educational Psychology*, which was later expanded into three volumes and published in 1913–1914. Thorndike created a whole system of educational psychology in the book, from which educational psychology was officially born.

From the 1920s to the 1950s, educational psychology entered the development stage. In this stage, educational psychology involves research results in child psychology and psychometrics. Subject psychology gradually becomes an integral part of educational psychology. The content of educational psychology has been expanded. Since the 1960s, education psychology has been gradually maturing and perfecting. To adapt to the needs of the development of education, education psychology, increasing the task of education psychology, and expanding the scope of the research object, the stresses in the early stages of the study of psychology research and the discussion of the learning law gradually transferred to pay more and more attention to the cultivation of moral behavior, moral sentiment, and aesthetic emotion, and to the influence of education on the all-round development of human beings [2].

## 3. The Influence of Educational Psychology on Teacher Education and Teaching

As the main figure in education and teaching activities, teachers' ideological level determines the quality and efficiency of education. As a qualified educators, teachers must understand the formation of students' learning psychology, the development and change, in order to better carrying out the education teaching work more effectively. Only when teachers master educational psychology can they understand the inner changes and characteristics of students. Based on this, teachers can carry out teaching activities and improve the quality of education and teaching.

### **3.1. The Influence of Educational Psychology on Teachers**

#### **3.1.1. Grasp the Rules of Students' Learning Psychology and Cognitive Development**

Educational psychology studies students' psychological activities and their development rules under the influence of education and teaching. Such as students grasping knowledge and skills, moral norms, personality formation, and other psychological laws [3]. If teachers master students' psychology, they can teach students in accordance with their abilities and carry out systematic teaching in the process of designing and teaching, so as to promote the maximization of education and teaching effects. In the process of education and teaching, teachers can analyze and find the teaching mode suitable for students through practice, and shape a good classroom environment.

#### **3.1.2. Build a Harmonious and Good Teacher-student Relationship**

Through educational psychology, teachers can more easily understand the relationship between students' physical and psychological development as well as the psychological factors affecting each other between students and teachers. Therefore, teachers can timely adjust their teaching strategies and methods to adapt to students needs.

#### **3.1.3. Cultivate Students' Learning Ability**

The constructivism of instructional psychology holds that the essence of learning is the process of students internalizing the knowledge they have learned and constructing their own frame [3]. Therefore, in the process of teaching, teachers should pay attention to the inspiration and guidance of students. Teachers can maintain students' positive psychological state of learning by creating a good classroom atmosphere, so as to arouse students' enthusiasm for learning. In the case of a change in students' mental states, targeted teaching should be carried out so as to stimulate students' abilities for independent learning and self-understanding knowledge.

### **3.2. The Influence of Educational Psychology on Teachers' Educational Methods**

#### **3.2.1. Changed the Traditional Educational Concept**

Educational psychology advocates that education should conform to students' nature and character, and that education should adapt to students' psychological development. Any education theory and the implementation of plans to build on students' nature of natural law to make the students' ability of inherent and internal training and development. And make students in the acquisition of knowledge, the development of wisdom and moral emotion and many other aspects in the active natural position. Secondly, educational psychology also advocates the educational concept of focusing on the stimulation of interest, and believes that learning should be generated from interest. In psychology, interest is considered as a social motivation, which is the conscious tendency of people to strive to know something or engage in an activity [4]. Interest depends on people's selective attitude and positive emotional response to a certain thing or activity [4]. Once learning and positive emotions form a conditioned reflex, students will have a stronger interest in learning knowledge, a higher ability to accept knowledge, and more active self-thinking. Education Following the above educational concepts, teaching methods can better adapt to students.

#### **3.2.2. Updated the Traditional Educational Methods**

Educational psychology mainly advocates two teaching methods, namely, the interactive teaching method and the inquiry-based teaching method. The four types of interactive classrooms described

by the American psychologist Ringer in the *Psychology of Classroom Education* explain the interaction between teachers and students in the classroom at different levels. And finally points out that a good interactive classroom is between teachers and students, students and students have communication and interaction. This is different from the traditional teaching method, in which teachers give lectures and students give less feedback. It is a more open and inclusive teaching model. Under this teaching method, teaching communication activities is a two-way street. Information transmission and feedback between teachers and students together constitute the process of teaching communication. Under the “same frequency resonance” communication between teachers and students, teachers’ teaching process is easier to carry out, and students’ understanding of knowledge is also easier. And research-based teaching methods, refers to “from the fields of science or in real life, choose and determine the research topic, create a similar to the academic study in the teaching, through students’ independently discovering problems, experiments, action, investigation, collecting and processing information, expression, and communication, such as exploration, for the development of knowledge, skill, emotion, and attitude, especially the spirit of exploration and the capacity for innovation”. Under the teaching methods, teachers are no longer is the body of the classroom. Become the main participants in the classroom, students pay more attention to self-exploration and thinking. This teaching mode emphasizes the openness and participation of education and teaching.

#### **4. How to Apply the Education Psychology to Perfect the Education Teaching**

##### **4.1. The Influence of Educational Psychology on Student Learning**

###### **4.1.1. Maintain a Healthy and Good Mental State of Learning**

Educational psychology studies students’ psychological activities and their development rules under the influence of education and teaching. Teachers can understand the mental state of students through the application of educational psychology. Thus, teachers can be guided to make correct mental health guidance to students’ bad mental state in time, so that students can have a certain ability to judge things in society and shield the influence of certain bad factors on themselves. At the same time, students can feel the closeness with teachers and maintain a healthy mental state for better learning [5].

###### **4.1.2. Cultivate Students’ Moral Character**

With the help of educational psychology, teachers can more easily grasp the characteristics of students’ will quality, so as to avoid violating the rules of education and teaching. Teachers can help students overcome the special problems of psychological development in different growth stages from the right direction. And thus gradually improve the values of students, cultivate students good moral character.

###### **4.1.3. Strengthen the Communication and Connection Between Teachers and Students**

Through the education psychology, the teacher can change the traditional position between teachers and students, to strengthen the connection between the teachers and students, promote its role in emotional communication. Students can establish a harmonious relationship with teachers, so that they are more willing to communicate with teachers and cooperate with teachers’ education and teaching work [6].

#### **4.1.4.Promotes the All-round Development of Students.**

Students tend to have a variety of different emotional experiences when receiving education and teaching. These emotions include both positive and negative ones. Under the guidance of educational psychology, teachers can help students avoid the long-term experience of negative emotions. In this way, it can reduce the generation of students with emotional disorders, make positive emotions the motivation of students' learning, and encourage students to devote themselves to learning with higher enthusiasm.

### **4.2. Specific Ways for Teachers to Apply Educational Psychology**

#### **4.2.1.Give Students Positive Expectations**

In 1978, Rosenthal, an American psychologist, gave teachers a list of "promising students" in an elementary school and asked teachers to keep it secret [7]. After a follow-up survey, it was found that the students on the list had made great progress. Rosenthal thus concluded that teacher expectations affect student development. In the process of teaching, the language, movement and other behaviors that the teacher unconsciously shows to the students on the list will affect the students' learning psychology. The Rosenthal effect indicates that if teachers can give students more care and attention, encourage and support students, students will have a strong sense of self-existence and desire constant praise from teachers. Therefore, students' confidence and motivation in learning will be stronger, and their enthusiasm and initiative in learning will be higher. Therefore, in the process of education and teaching, teachers should properly use educational psychology, carry out positive expectations for students, and give students a stronger desire to learn.

#### **4.2.2.Improve Teaching Psychological Suggestion and Help Students Correct Bad Learning Habits**

In the process of education and teaching, teachers sometimes feel that they have no way to start education in the face of some introverted and sensitive students [8]. At this time, teachers can use the guidance of educational psychology to remind and hint students to correct their wrong learning habits through psychological hints on speech movements. Teachers can grasp the students' psychological dynamic to targeted psychological education.

#### **4.2.3.Build Interesting Classroom Environment**

The teaching ideas and teaching methods advocated by educational psychology focus on giving the classroom to the students and letting the students immerse themselves in the classroom. Then teachers should design teaching content and methods based on students' psychological needs. Make it conform to the law of physical and mental development of students, and adapt to the foundation of students' knowledge structure. And at the same time to join the appropriate extension to expand students' knowledge level, the introduction of students' independent thinking. Teachers can improve the interest of teaching content through colorful psychological teaching methods, create an immersive learning atmosphere, and make students actively participate in the subject through the way of teaching and fun.

### **5. Conclusion**

Educational psychology, as a science that studies the basic psychological laws of learning and teaching in an educational context, has developed rapidly in recent years. In a world where talent cultivation is of great importance, countries need to perfect their national construction under the

condition of human capital. Education psychology for education to meet the needs of talent plays a huge role in guiding. Through the research and analysis of educational psychology, teachers can reflect on the interaction between teachers and students so as to understand some of the motivation, habits, and influencing factors of students' learning. With this change, the overall planning and methods of education and teaching will be improved, the efficiency of teaching will be improved, and the interaction between teachers and students will be optimized so that education can better adapt to the needs of talent training. As well as promoting the continuous development and progress of education.

At present, the thesis mainly expounds the influence of educational psychology on teacher education and teaching from a theoretical perspective. The paper lacks specific practical experience to further demonstrate the theory. Future research will pay more attention to the specific observations of students and teachers in teaching and learning situations. Thus, the theory mentioned in the paper can be implemented in the daily teaching work of teachers and play a corresponding role in promoting teacher education and teaching.

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