

Study on the Strategies for Improving the Quality and Efficiency of Online Learning from the Perspective of Educational Psychology

Jiamin Dai

Institute of Statistics and Data Science, Xinjiang University of Finance & Economics, NO.449 Beijing Middle Road, New District, Urumqi 830012, Xinjiang, China

ABSTRACT

From the perspective of educational psychology, schools should consider the escape psychology, lack of learning motivation, unclear learning goals and other problems of students in the process of online learning, and promote teachers to complete self-adaptation and realize the deepening application of educational psychology by improving teachers' level, so as to promote students to effectively adapt to online learning process, and improve the quality and efficiency of online learning.

KEYWORDS

educational psychology; online learning; strategies for improving the quality and efficiency of teaching

Educational psychology, as a discipline to explore the psychological mechanism of learning and teaching under the background of education and teaching, mainly focuses on the psychological interaction between teachers and students in the process of education and teaching and the psychological phenomenon in teaching activities. Applying the principles of educational psychology to teaching practice can enhance the comprehensive understanding of learners' mental states and promote the transformation of teaching activities into refinement and individuation. At the same time, it helps to cope with the changes of online education mode brought by the development of science and technology, realize the innovation and adjustment of teaching methods, and adapt to the need of students for independent learning. Furthermore, it can improve the management ability of teachers in the online teaching environment, ensure the provision of high-quality teaching resources to students, and effectively intervene in the learning situation of students, so as to promote the improvement of online learning result and efficiency.

1 The Current Dilemma of Improving the Quality and Efficiency of Online Learning from the Perspective of Educational Psychology

1.1 More Difficult Online Teaching

The online learning for students is more complex than traditional offline teaching. First, the interaction is weakened. When students are learning online, teachers cannot provide real-time supervision, and electronic tools weaken the sense of interaction in teaching work to a certain extent, which requires teachers to have a higher level of educational psychology, and teachers' current abilities are unable to make effective responses. In the absence of face-to-face

communication, teachers cannot make timely adjustments to students' feedback. Therefore, teachers should be able to complete presets based on students' responses. Second, the tools are complicated. The functions of online learning tools used by students are diversified, which affects students' concentration for online learning. The binding force of online learning on students has weakened, which puts forward higher requirements for students' learning consciousness. Third, the learning environment has been changed. The learning environment in which students are separated from the collective learning will affect the formation of the learning atmosphere, affect the learning attitude of students, and cause the lack of learning motivation of students.

1.2 Low Educational Psychology Level of Teachers

At present, the professional degree of educational psychology in the teaching staff is insufficient. In the case that educational psychology is not paid attention to or even missing in the process of training educational talents, teachers have limited grasp of theoretical knowledge of educational psychology, and do not establish practical links matching with educational psychology teaching in the teaching process, which cannot support the flexible application of educational psychology in the online teaching process. At the same time, in the traditional teaching concept, there is insufficient emphasis on the level of teachers' educational psychology, and the threshold of teachers' educational psychology level is low in the recruitment of teachers, so that the level of teachers' educational psychology is relatively limited in current schools.

1.3 Mismatch between Students' Personal Ability and Online Learning Needs

The subject of online learning and teaching shifts to students, which puts forward higher requirements for students' personal ability. At present, students lack the corresponding qualities required for online learning, and a more free learning mode will amplify students' psychological weaknesses, including the attitude of students to be discouraged in the face of difficulties, and a greater degree of wavering in the face of interference^[1]. In the teaching process, it is necessary to strengthen the cultivation of students' self-discipline and learning skills, so as to overcome the lack of continuity of students for online learning, and to help students master the ability to extract difficult problems and the ability to unit and simplify complex problems, so as to realize the matching of students' personal learning quality and online learning mode.

2 The Significance of the Application of Educational Psychology in Online Learning

2.1 Optimize Teachers' Teaching Work

The first is to provide scientific ideas for solving problems encountered by teachers in online teaching. The integration of educational psychology provides scientific theoretical guidance for the adjustment of online teaching. Teachers can complete the scientific summary and the targeted adjustment of teaching work. Educational psychology is an important tool for teachers to understand students' psychology and find out problems and solutions by using scientific theories in online teaching. The second is to promote the adjustment of teachers' teaching concepts. Teachers have a deeper understanding of students. The integration of educational psychology in the online teaching process makes teachers pay more attention to students' psychology. Teachers can timely discover students' psychological tendencies that affect the learning effect, such as slack in learning and high learning pressure, and deal with them scientifically. The third is to enable teachers to more accurately grasp the needs of students for learning content. Teachers can provide students

with content that is more suitable for their personalized needs and learning progress in the online learning process, so as to achieve the private customization of online learning content.

2.2 Improve Students Satisfaction

The integration of educational psychology can effectively improve the quality of online teaching, meet the personal needs of students, and provide targeted solutions to the learning dilemma, which is conducive to the improvement of students' satisfaction in the process of online learning. Under the premise of teachers' improved grasp of students' psychology, the learning content of upward learning is more in line with students' interests and learning progress. At the same time, teachers can help students master scientific learning skills such as memory curve and rationalize the difficulty of teaching design, which can ultimately reduce the difficulty of learning content according to students' understanding and improve students satisfaction. By studying the formation and maintenance mechanisms of students' learning motivation and interest, educational psychology can provide relevant theoretical and practical guidance to maximize students' concentration in online learning and enhance the efficiency of online learning. For example, it can guide educators provide challenging and meaningful learning tasks and activities, provide diverse learning experiences and personalized learning support, and thus promote the growth of students' learning motivation^[2].

3 Strategies for Improving the Quality and Efficiency of Online Learning from the Perspective of Educational Psychology

3.1 Improve the Level of Educational Psychology of Teachers

The first is to promote the establishment of educational psychology course in the teaching process of teacher education majors and complete the optimization of the course quality. In the process of training normal talents in colleges and universities, it should pay more attention to the level of educational psychology of talents, promote the cross-integration of psychology and education disciplines, promote talents to be familiar with relevant practices in advance, and cultivate application-oriented talents. The second is to strengthen the educational psychology training of current teachers^[3]. In the process of online teaching, experts can be invited to give lectures to provide unified training in educational psychology for teachers in the school. At the same time, course exercises can be conducted to broaden the practical ideas for the application of educational psychology in the process of online teaching by teachers, and promote the improvement of teachers' educational psychology level. According to the psychological level of teachers in schools, the relevant assessment should be improved, and it can be gradually linked to the evaluation of teachers' awards, so as to effectively improve the level of teachers' educational psychology. The third is to directly introduce experts with rich teaching experience and solid knowledge of educational psychology to participate in the online teaching. We can do this by adding educational psychology to the teacher recruitment process.

3.2 Optimize Teaching Design and Strengthen Learning Motivation

The online learning mode makes the teaching dynamic more transparent and visual. Teachers are able to scientifically summarize the online data through the application of educational psychology, which can provide scientific reference for the adjustment and improvement of teaching work. On this basis, they can complete scientific presets on the logic of students' online learning behavior,

thus completing the optimization of teaching process and the improvement of teaching level. Due to the lack of interaction in the process of online learning, students are more likely to have an escape mentality in teaching work. Therefore, in online teaching work, teachers can make good use of students' psychological laws, presuppose nodes where students' concentration may decline, and activate students' learning motivation by certain means in view of obscure learning content and excessively long theoretical teaching.

At the same time, in the process of online teaching, teacher should have a deep understanding of students' psychology, unit teaching objectives in the process of teaching, and make them from easy to difficult, and interlinked, so as to gradually guide students to in-depth. In this process, students are trained to interpret the teaching difficulties layer by layer, their awareness of tackling key issues is strengthened, and their learning efficiency are improved. Teacher should set teaching tasks with appropriate difficulty to give full play to the role of project-based teaching in the online learning, guide students to improve their learning autonomy, and avoid the weakening of students' learning motivation by setting tasks with excessive difficulty in the early stage of online learning.

Finally, it can improve the feedback mechanism of students' online learning. In the online learning process, verbal rewards, title rewards, material rewards and other means can be integrated to motivate students, thereby strengthening students' learning motivation and activating students' self-efficacy in the learning process^[4]. According to the learning difficulty, the reward levels can be divided into verbal rewards for the interaction of students in the process of online learning, title rewards for the content expansion consciously completed by students in the process of online learning or the completion of tasks with high quality ahead of schedule, and material rewards for the final evaluation of online learning in the academic year. Of course, the formulation of reward methods in the specific practice is not fixed, and we can also motivate students' online learning motivation through the combination of the three.

3.3 Focus on Student-oriented and Optimize the Teaching Content

It is necessary to make good use of the theories of educational psychology to collect opinions from students regularly and promote the participation of students in the learning process, so as to strengthen the identity of students to the teaching content and the pertinence of the teaching content.

After the end of the online course, questionnaires will be issued to students, so that students' satisfaction and feedback on online learning will be understood and emphasized, students' demand for the latest version and the root causes affecting the effectiveness of online learning will be found, and the teaching content will be adjusted. The first is to improve the quality of the content of upward learning to achieve students' input in online courses. When assigning online learning tasks to students, teachers should first analyze and deeply understand their contents, and then put them into teaching after screening. The second is to use the advantages of online learning and provide personalized online learning content for students. In the process of assigning online learning tasks to students, it can make reference to students' learning progress, learning efficiency, learning preferences and other personalized learning characteristics, and consider the overall teaching goals to formulate personalized learning plans for students and promote students' input in the process of online learning. The advantage of online learning lies in the development of personalized teaching, and we should promote the difficulty of teaching content to adapt to students' individual abilities.

Finally, we should give full play to the role of students' memory curve, and complete the scientific distribution of online teaching content, so as to help students complete the consolidation of knowledge, and improve the learning effect of online teaching.

4 Conclusion

From the perspective of educational psychology, we can deeply analyze students' learning psychology and promote the overall improvement of online teaching. It is necessary to actively respond to the current problems of online teaching, such as the limited ability of teachers and the weakening of students' self-control and learning motivation, and make timely responses, so as to promote the rationalization of teaching work, effectively improve the satisfaction of both teachers and students, and achieve the improvement of online teaching quality and efficiency.

About the Author

Jiamin Dai (1992.02-), Female, Han, Huocheng, Xinjiang, Master; Institute of Statistics and Data Science, Xinjiang University of Finance & Economics, Research Fields: Educational Development Psychology, Pedagogy.

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