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High School Physics Teaching Model Based on Psychological Theories

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How to cite: Yong Li, Zhi-Qiang Wu. High School Physics Teaching Model Based on Psychological Theories. *The Journal of Education Insights*, 2024; 2(1). DOI: [10.37155/2972-4856-0201-1](https://doi.org/10.37155/2972-4856-0201-1)

Abstract: Delving into the integration of psychological theories with high school physics teaching, this paper aims to construct a student-centered, interest-inspiring, and science literacy-enhancing teaching model. By precisely understanding students' learning psychology and combining it with the unique charm of the physics discipline, we propose an innovative teaching strategy aimed at breaking traditional constraints. The goal is to infuse new vitality into high school physics classrooms, thereby achieving a qualitative leap in teaching effectiveness and laying a solid foundation for students to embark on a scientific exploration journey.

Keywords: Psychological theories; High school physics; Teaching model

Introduction

Amidst the breeze of educational reform, high school physics teaching is at the cusp of a transformative opportunity. The traditional teaching model, akin to stagnant water, emphasizes one-way knowledge transmission but overlooks the inner aspirations and calls of students. The emergence of psychological theories, like a beam of light, illuminates the path to explore the inner world of students. This paper will embark on this journey, reconstructing the high school physics teaching model based on psychological theories, with the aim of injecting new vitality into teaching practices and laying a solid foundation for cultivating students' scientific literacy.

1. Analysis of Student Learning Psychology

In constructing a high school physics teaching model based on psychological theories, it is crucial to delve into the analysis of students' learning psychology. When students engage with the subject of physics, their psychological states are complex and diverse, influenced by various factors such as cognition, emotion, and will. At the cognitive level, students' attention is a key factor determining learning outcomes. Teachers need to design instructional content and methods that capture students' attention, such as introducing physics concepts through experiments, stories, or real-life examples. Additionally, memory and thinking are essential aspects of the cognitive process, and teachers should assist students in consolidating



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knowledge through effective memory strategies, enhancing students' thinking abilities through problem-solving, reasoning, and critical thinking activities. On the emotional level, students' learning interests and motivation profoundly impact learning outcomes. The abstract and complex nature of the physics discipline may make students feel intimidated or lose interest. Therefore, teachers should employ contextualized teaching and engaging experiments to stimulate students' interest in learning. It is important to help students recognize the importance and practicality of learning physics, thereby strengthening their motivation to learn. On the volitional level, students' learning perseverance and self-control are crucial determinants of their ability to sustain effective learning. Physics learning often involves facing certain difficulties and challenges, and only students with strong willpower can persevere. Hence, teachers need to focus on cultivating students' qualities of willpower, encouraging them not to give up in the face of challenges and to persist until the end^[1].

2. Constructing a High School Physics Teaching Model Based on Psychological Theories

2.1 Student-Centered Teaching Philosophy

In constructing a high school physics teaching model based on psychological theories, a core philosophy is to prioritize students. This teaching philosophy aims to overturn the traditional teacher-centered teaching model, shifting the focus of teaching onto students and paying more attention to their needs, interests, and development. Firstly, the student-centered teaching philosophy emphasizes addressing students' needs. In traditional teaching models, teachers often play the role of the class leader, while students passively receive information. However, students have diverse learning needs, interests, and cognitive styles. Neglecting these needs can result in poor teaching outcomes. Therefore, under the student-centered teaching philosophy, teachers need to fully understand students' needs and adjust instructional content and methods based on their actual situations, ensuring that teaching is more aligned with students' real needs. Secondly, the student-centered teaching philosophy places importance on inspiring students' learning interests. Interest is the best teacher, and students will engage more deeply in learning when they have a strong interest in the subject.

Hence, teachers should use various teaching methods, such as experiments, stories, and games, to stimulate students' interest in learning. Additionally, teachers should pay attention to students' emotional aspects of learning, actively guiding them to form positive learning attitudes and values, further enhancing their learning motivation. Lastly, the student-centered teaching philosophy emphasizes cultivating students' autonomous learning abilities. Autonomous learning refers to students being able to learn actively, systematically, and effectively under the guidance of teachers. In the field of physics, cultivating students' autonomous learning abilities is particularly crucial due to the extensive and complex nature of the subject. Relying solely on teacher lectures is insufficient. Students need to learn how to acquire knowledge and solve problems on their own. Therefore, teachers should focus on fostering students' autonomous learning abilities in the teaching process, using methods such as group discussions and project research to guide students in self-directed learning.

2.2 Contextualized Teaching

Contextualized teaching is a crucial component in constructing a high school physics teaching model based on psychological theories. It emphasizes creating vivid and interesting physics scenarios during the teaching process, immersing students in real-world problem environments, and guiding them to actively explore physics knowledge. This teaching method not only helps enhance students' interest in learning but also deepens their understanding of physics concepts and principles. In traditional teaching models, students often passively receive knowledge from teachers, whereas contextualized teaching aims to break this one-way transmission model. It encourages students to actively engage in the learning process, acquiring knowledge through their own observations, reflections, and practices. This active learning approach not only contributes to improving students' autonomous learning abilities but also fosters their innovative thinking and problem-solving skills. When creating physics scenarios, teachers need to consider students' cognitive levels and points of interest, selecting situations closely related to students' lives and capable of resonating with them. For example, through experimental demonstrations, storytelling, video presentations, and

other methods, students are immersed in a physics world full of curiosity and exploration. In this world, students are no longer mere spectators but become explorers and discoverers of knowledge. Another important characteristic of contextualized teaching is the emphasis on the application of knowledge. By combining physics knowledge with real-world problems, students deepen their understanding of knowledge through the process of problem-solving. This teaching method not only helps students consolidate their learned knowledge but also cultivates their practical abilities and innovative awareness. Furthermore, contextualized teaching contributes to the development of students' teamwork and communication skills. In contextualized teaching, students often need to work in groups for discussions and experiments, requiring them to learn how to collaborate with others, express their opinions, and listen to others' views. The cultivation of these skills holds significant importance for students' comprehensive development^[2].

2.3 Cooperative Learning

In the construction of a high school physics teaching model based on psychological theories, cooperative learning emerges as a crucial teaching strategy. It encourages students to engage in group collaborative learning, solving problems collectively through discussions and exchanges. This learning approach not only cultivates students' spirit of teamwork but also enhances their communication and problem-solving skills. In traditional teaching models, students often learn in isolation, facing significant competition among themselves, and opportunities for cooperation and mutual assistance are relatively limited. However, psychological research suggests that cooperative learning can promote positive interaction and knowledge sharing among students, thereby improving their learning outcomes and motivation. During cooperative learning, students are divided into groups, and members within each group need to collaborate to complete tasks or solve problems. This requires students to not only focus on their own learning but also pay attention to their peers' learning, learning to listen, respect, and understand others' viewpoints. Through activities such as group discussions, role-playing, and collaborative experiments, students can inspire and learn from each other, deepening their

understanding of physics concepts and principles. Moreover, cooperative learning contributes to the development of students' communication skills and problem-solving abilities. In group discussions, students need to express their opinions clearly and learn to listen to others' views. The cultivation of these communication skills holds significant importance for students' future development. Additionally, when faced with complex problems or experimental challenges, students need to think collectively, brainstorm, and seek the best solutions. This problem-solving process not only hones students' thinking abilities but also nurtures their innovative awareness and practical skills. Beyond the mentioned advantages, cooperative learning also enhances students' confidence and sense of belonging. In groups, each student has their own role and tasks, and they can gain recognition and respect from peers through their efforts and contributions. This positive emotional experience helps boost students' self-worth and confidence. Simultaneously, cooperative learning creates a harmonious and positive learning atmosphere, making students feel like integral parts of the class, thereby strengthening their sense of belonging and collective pride.

2.4 Hierarchical Teaching

In the construction of a high school physics teaching model based on psychological theories, hierarchical teaching is a critically important teaching strategy. It addresses individual differences among students by designing teaching tasks of varying difficulty levels to meet the needs of different levels of students, aiming to ensure that each student can develop on their existing foundation^[3]. This teaching model fully embodies the educational philosophy of adapting teaching to individual differences, contributing to improved learning outcomes and self-confidence. Firstly, hierarchical teaching focuses on individual differences among students. Each student is a unique individual with differences in cognitive abilities, learning styles, interests, and hobbies. The traditional one-size-fits-all teaching model often overlooks these individual differences, leading to some students struggling to adapt to the pace and difficulty of instruction, thereby affecting learning outcomes. Hierarchical teaching, on the other hand, categorizes students into different levels based on their actual situations and designs

corresponding teaching tasks and methods for each level, making the teaching more aligned with students' real needs. Secondly, hierarchical teaching helps meet the needs of students at different levels. During the teaching process, teachers design tasks of different difficulty levels based on students' learning levels and abilities. For students with a strong foundation, teachers can design more challenging tasks to stimulate their curiosity and exploratory spirit. For students with weaker foundations, teachers can design more basic and intuitive tasks to help them consolidate basic knowledge and boost their learning confidence. In this way, each student can find a suitable learning path during the teaching process, achieving personalized development. Lastly, hierarchical teaching contributes to improving students' learning outcomes and self-confidence. By providing targeted teaching for students at different levels, teachers can better focus on students' learning progress and issues, offering timely guidance and assistance. This attention and support help stimulate students' interest and motivation to learn, enhancing their learning outcomes. Simultaneously, when students make progress and achievements in an environment tailored to their learning needs, they become more confident in facing learning challenges, forming positive learning attitudes and habits.

2.5 Diversified Assessment

In the construction of a high school physics teaching model based on psychological theories, diversified assessment is an important teaching strategy aimed at changing the traditional single evaluation method. It seeks to provide a more comprehensive and objective reflection of students' learning achievements, thereby inspiring their learning motivation. In traditional teaching assessments, written exam scores are often the sole criteria for evaluation. While this method is convenient for quantification and management, it fails to comprehensively reflect students' learning situations and abilities. Some students may perform poorly in written exams but excel in practical experiments, innovative thinking, or teamwork. The potential and talents of these students are often overlooked by a singular evaluation method. Therefore, implementing diversified assessment is necessary and crucial. Diversified assessment not only focuses on students' knowledge mastery but also evaluates their performance

in practical experiments, innovative thinking, teamwork, and other aspects. In terms of practical experiment skills, assessment can include students' understanding of experimental principles, mastery of experimental procedures, data processing, and analysis of experimental results. Regarding innovative thinking skills, assessment can focus on students' unique insights into problems, creativity in solutions, and application abilities of new knowledge. In terms of teamwork skills, assessment can examine students' participation in group activities, cooperative spirit, and the achievement of team goals^[4]. The implementation of diversified assessment requires teachers to pay attention to observing students' performances during the teaching process, collecting information from various sources, and making comprehensive judgments. Besides written exam scores, teachers can use various forms such as oral exams, experiment reports, project displays, group discussions, etc., to evaluate students' learning achievements. These assessment methods not only provide a more comprehensive reflection of students' learning situations but also offer more opportunities for students to showcase their talents, thereby enhancing their learning confidence and motivation. Moreover, diversified assessment helps cultivate students' overall qualities. In a diversified assessment system, students no longer solely focus on grades but also pay attention to their overall development. They actively participate in various activities during the learning process, striving to improve their abilities in various aspects. This approach helps them become outstanding talents with innovative spirit and practical abilities.

3. Conclusion

On the innovative path of exploring high school physics teaching, we have guided ourselves with psychology to construct a dynamic teaching model. Through teaching strategies centered on students, blending scenarios, collaborative progress, tailored instruction, and diverse assessment, we are committed to igniting students' enthusiasm for learning physics and enhancing their scientific literacy. However, the journey of education is endless, and we must continuously draw from practical experience, sail against the wind, continually optimize teaching models, respond to the calls of the times, and meet the growing aspirations of students.

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