

A Study of Early Childhood Teachers' Professional Development and Teaching Effectiveness Enhancement from the Perspective of Educational Psychology



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Abstracts: Early childhood teachers are the backbone of preschool education, and they play a crucial role in young children's learning and development. However, faced with increasingly complex educational environments and the diverse learning needs of young children, early childhood teachers need to continuously update and develop their professional knowledge and skills to provide the best quality education. In this process, educational psychology provides guidance and support for early childhood teachers through the study of learning, development, and knowledge of psychological processes and environmental factors. Based on the perspective of educational psychology, the article synthesizes the research on professional development and teaching efficacy enhancement of early childhood teachers, to provide some useful references and insights for practitioners in related fields.

Keywords: educational psychology; early childhood teachers; professional development; teaching effectiveness

Introduction

With the rapid development of society and the economy, early childhood education has been increasingly emphasized by all walks of life. Early childhood education has an important impact on the intellectual, emotional, social, and physical development of young children and lays a good foundation for their subsequent learning. As the main bearers of early childhood education, the professionalism, educational concepts, and teaching skills of early childhood teachers directly affect the quality and effect of early childhood education. Therefore, understanding the path of professional development and teaching effectiveness of early childhood teachers under the perspective of educational psychology is of great theoretical and practical significance for improving the quality of

early childhood education and promoting the sound growth of young children.

1. The Relationship between Early Childhood Teachers' Professional Development and Teaching Effectiveness

Professional development refers to the continuous growth and improvement of early childhood teachers' knowledge, skills, attitudes, etc. Teaching effectiveness is a measure of teachers' ability to achieve educational effects beyond expectations in teaching, and the professional development of early childhood teachers is closely related to teaching effectiveness. First of all, professional development provides a foundation for enhancing teaching effectiveness. Through continuous learning of the latest educational theories and research results, early childhood teachers can understand and apply the most effective teaching

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strategies and methods, and improve their teaching ability and level (Zhang & Zhang, 2018). Secondly, professional development can enhance the teaching self-confidence and self-efficacy of early childhood teachers. Through continuous professional development, early childhood teachers can enhance their knowledge of their teaching ability, and be more motivated and enthusiastic to devote themselves to their teaching work and provide better educational services for young children. In addition, professional development can also promote early childhood teachers' career satisfaction and teaching motivation, motivate teachers to continuously pursue excellence, and devote more time and energy to teaching, thus improving teaching effectiveness.

2. Professional Development Strategies for Early Childhood Teachers from the Perspective of Educational Psychology

2.1 Reflection and Self-knowledge

Through reflection, early childhood teachers can review and analyze their teaching process, and teaching effectiveness, and examine their teaching goals, teaching strategies, and teaching methods, for example, teachers can think: What teaching strategies did I use in the classroom? How did these strategies affect children's learning? Have I been able to meet children's learning needs? This kind of reflection can help teachers recognize and evaluate their teaching practice more objectively, and identify problems and areas for improvement. At the same time, through reflection and self-assessment, early childhood teachers can also understand their strengths and weaknesses in teaching and learning, so that they can target their professional development and improve their teaching effectiveness. Based on fully understanding their teaching practice and recognizing their strengths and weaknesses, early childhood teachers can set clear development goals, carry out learning and professional growth in a planned manner, and continuously improve their teaching level and teaching quality.

2.2 Continuing Education and professional learning

Through participation in continuing education and training, early childhood teachers can learn about the latest educational research findings, teaching resources, and educational policies, keep pace with educational development, and better cope with new teaching needs and educational challenges. Continuing education institutions, professional organizations, and academic seminars provide a wealth of learning resources and communication platforms so that teachers have the opportunity to interact and engage in academic exchanges with their peers, experts, and scholars. By participating in these activities, early childhood teachers can acquire new teaching concepts, teaching strategies, and practical experiences, broaden their horizons, and promote professional learning and growth (Xuan, 2019). Early childhood teachers can choose suitable continuing professional learning courses for themselves according to their interests and needs, which can cover different areas, such as child development, teaching methods, curriculum design, etc. Teachers can choose online or offline learning modes, and make learning plans according to their own time and financial conditions, and such personalized learning opportunities and development paths can better meet teachers' learning needs and help them to learn and develop in-depth in their areas of interest.

2.3 Establishing a supportive learning environment

Kindergartens can provide libraries, educational databases, online learning platforms, etc. to provide teachers with learning materials and literature. They can also organize academic lectures, professional communities, cooperative research groups, etc. to provide teachers with platforms for cooperation and exchange so that teachers can observe each other's classes, share successful experiences and teaching strategies, and jointly explore and solve problems in teaching to promote mutual learning and professional development. Kindergartens can also establish a regular evaluation and feedback mechanism to provide teachers with specific feedback and suggestions through teaching observations, classroom visits, teaching feedback, and personal

guidance, helping teachers to recognize their strengths and weaknesses, and promoting professional development and teaching effectiveness. In addition, kindergartens can also create a positive learning atmosphere to encourage teachers to learn and grow continuously, which can be realized through the support and advocacy of leadership, the establishment of a learning incentive system, the fair distribution of learning resources, etc. At the same time, teachers can cultivate the habit and awareness of continuous learning through personal self-awareness and self-motivation, and make learning and professional development their professional pursuits.

2.4 Cultivating Emotional Intelligence and Mental Health

Emotional intelligence includes emotional recognition, emotional understanding, emotional expression, emotional regulation, etc. By cultivating emotional intelligence, early childhood teachers can recognize and understand their emotional state, express and regulate their emotions effectively, to better deal with emotional distress in teaching, maintain positive and optimistic emotions, and improve the effectiveness of teaching (Zhao & Yue, 2023). Early childhood teachers often face greater work pressure, such as high-intensity work tasks, time pressure, parents' expectations, etc. Mentally healthy teachers can better cope with these pressures and challenges and maintain a positive work attitude, which requires teachers to pay attention to their physical and mental health, find suitable methods of relaxation and stress reduction, and construct positive life habits and psychological adjustment strategies. Teachers need to establish good interpersonal relationships, effective communication, and cooperation with young children, parents, and colleagues. By cultivating emotional intelligence, teachers can better understand and deal with the emotions of others, enhance their ability to empathize and cooperate with others, and thus build harmonious interpersonal relationships. In addition, teachers can also promote the cultivation of emotional intelligence and mental health through professional support and

training, including the skills of emotional management, mental health care, methods of psychological adjustment, etc. Kindergartens can also establish a support mechanism to provide psychological counseling and tutoring services to provide teachers with professional support and guidance (Jiang & Wang & Xian 2023).

3. The application path of educational psychology in enhancing teaching effectiveness

3.1 Personalized teaching

Individualized teaching attaches importance to the differences of each young child. Research in educational psychology shows that young children have differences in cognition, emotion, and learning styles, and through individualized teaching, teachers can help young children better understand and master the learning content, and improve the learning effect and sense of achievement. Early childhood teachers can learn about young children's learning styles, interests, learning disabilities, and special needs through observation, listening, and interpretation, which helps teachers better understand young children's differences and provides a foundation for individualized instruction. Teachers can design personalized learning tasks and activities according to the differences of young children, including learning tasks of different levels of difficulty and challenge, to adapt to the different learning levels and abilities of young children (Ju, 2021). Early childhood teachers can also flexibly use different teaching methods according to young children's learning needs and individual differences, for example, through group work and inquiry-based learning to meet young children's different learning styles and needs. In addition, early childhood teachers can provide individualized guidance to help young children understand and improve their learning methods, including one-on-one tutoring and personal evaluation, etc., to help young children overcome difficulties and improve their learning effectiveness.

3.2 Motivating learning

The early childhood stage is a critical period for the emergence and formation of curiosity, and they are more likely to be interested and motivated by challenging learning goals. Teachers can help young children set clear, specific, and challenging learning goals and encourage them to work hard to achieve these goals. The reward is an external means of motivation that can effectively enhance young children's interest and motivation in learning. Early childhood teachers can use various forms of rewards, such as praise, encouragement, and small gifts, to praise young children's efforts and accomplishments in the learning process, and this reward mechanism can help young children to establish a positive learning connection, so that they associate learning with positive experiences and rewards, further enhancing their learning Effectiveness. Young children are more likely to be engaged and interested in a healthy, rich, and interesting learning environment. Early childhood teachers can design creative and interactive learning activities, use multimedia and gamification elements to increase young children's enjoyment of learning, and stimulate young children's desire for exploration and a sense of accomplishment (Yang, 2023).

3.3 Promote independent learning

Independent learning refers to young children's active participation in learning activities and self-regulation of the learning process and learning strategies under the guidance of teachers, aiming to cultivate young children's independent learning ability and learning motivation, to make them become active and positive learners. Early childhood teachers can give young children the right to choose in terms of learning content, learning methods, and learning resources, which can stimulate young children's interest and initiative in learning, and cultivate their independent decision-making and self-management abilities. Early childhood teachers can help young children learn to set clear and feasible learning goals and make corresponding learning plans, to enhance their motivation and sense of responsibility for learning and improve their learning effectiveness. Teachers' role is that of a

guide and supporter, so they can create appropriate problem situations to encourage children to take the initiative in exploring and discovering knowledge, to help them overcome problems, and to develop critical thinking and creative thinking skills. In addition, teachers can provide guidance on learning strategies and study skills, teach children how to effectively plan their study time, manage their learning tasks and assess their learning outcomes, and at the same time, provide timely feedback and suggestions to help children recognize their learning progress and directions for improvement.

3.4 Effective classroom management

Classroom management refers to the process of teachers organizing and managing children's behavior and learning environment in the classroom. Through effective classroom management, teachers can create a positive learning atmosphere and improve children's learning effectiveness and participation. Early childhood teachers can work with young children to set classroom rules and expectations, and clarify young children's behavioral guidelines and learning goals in the classroom, which can help to create order and discipline so that young children will know how they should behave, and then slowly develop good classroom learning habits(Ren, 2020). Teachers should establish a positive relationship with young children, including respecting young children, caring for young children, and listening to young children's needs, and this positive teacher-student relationship enhances young children's trust in the teacher and promotes young children's motivation to learn and classroom participation. Teachers need to manage young children's behavior effectively to ensure classroom order and a learning atmosphere. When managing young children's behavior, teachers can use positive reinforcement and rewards to give young children positive feedback and encouragement to enhance their active participation and cooperation.

3.5 Emotional Regulation and psychological support

Emotional regulation and psychological support aim to help young children manage their emotions

and promote mental health to enhance learning and overall development. First, early childhood teachers can create a positive emotional climate and a happy, relaxed, and supportive learning environment. By encouraging and recognizing children's efforts and achievements, they can enhance children's positive emotions and motivation to learn. Second, early childhood teachers can teach young children emotional regulation and coping strategies to help them deal effectively with negative emotions and stress, including techniques such as deep breathing, positive thinking, playful release, and seeking support so that young children can better cope with difficulties and frustrations. Furthermore, teachers should care about young children's emotional needs and distress, and by communicating with and listening to young children, teachers can help them resolve their emotional distress and enhance their sense of emotional security and belonging (Fu, 2022). In addition, teachers can provide mental health resources and guidance support, including early childhood counseling services and mental health education, to help young children understand and cope with mental health problems.

Summary:

By understanding the developmental characteristics and psychological needs of young children, teachers can adopt appropriate teaching strategies and methods to improve their professionalism and teaching ability. At the same time, educational psychology also plays an important role in promoting teaching effectiveness. Strategies such as personalized teaching, stimulating learning motivation, promoting independent learning, efficient classroom management, and emotional regulation and psychological support can effectively enhance the teaching effectiveness of early childhood teachers and the learning achievement of young children, and make positive contributions to the comprehensive development of young children.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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