

The Impact Of Different Teaching Styles On Students' Active Participation In Class: An Empirical Study Based On The "Junior Middle School Psychology Course" In A Middle School in Dalian

Zihan Bai

School of psychology, Liaoning Normal University, Dalian 116029, China

Abstract

This study uses empirical research methods to explore the impact of lecturing and interactive teaching styles on students' raising hands to speak in junior middle school psychology teaching. The study selected first-year junior middle school students in a middle school in Dalian as the research subjects. By comparing the experimental group and the control group, the difference between different teaching styles on students' active participation in class was analyzed and compared. The results show that the interactive teaching style is significantly better than the lecturing teaching style in improving the sum of students' raising their hands to speak. This paper is of positive significance for teachers to improve teaching methods and enhance teaching efficiency.

Keywords

Junior Middle School Psychology, Teaching Style, Classroom Interaction.

1. Introduction

The core of education lies in stimulating students' interest in learning and promoting their comprehensiveness. Teaching style is a stable and personalized teaching style and style gradually formed by teachers in the process of long-term teaching practice (Zhang Wenrong, 2018). Teachers' teaching style, words, deeds and habits directly or indirectly affect students' growth, especially their psychology and learning attitude (Sun Xiufang, 2013). Under the current educational background, the lecturing teaching style of lecturing and the interactive teaching style have attracted much attention. The lecturing teaching style emphasizes the teacher's imparting of knowledge, while the interactive teaching style emphasizes the interaction between teachers and students, students and students, so that students can understand and use the knowledge more deeply.

The new curriculum reform advocates the combination of teachers' leading role and students' main role in teaching. One of the important manifestations of students' subjectivity is students' active participation in class (He Jing, 2019). Students' hand-raising speech is an important expression of classroom interaction. It is not only a form of students' participation in teaching, but also a key way of thought collision and viewpoint exchange. Whether students can raise their hands to speak actively in classroom teaching is not only the feedback of whether classroom teaching design is scientific and reasonable, but also an important embodiment of whether students can pay attention to subject knowledge learning and explore and solve problems (Huang Jimin, 2023).

Quality education aims at promoting the holistic development of the student, and mental health is the foundation for the all-round development of students. The purpose of mental health education course is to make students better understand their psychological status, better adapt to school study and life, and improve their psychological quality (Deng Jianhua, 2023). At the same time, junior middle school students are in a critical period of growth. In this stage of teaching, schools must pay attention to mental health education for students and strengthen

the guidance of students' mental health education(Jie Chunsheng, 2014). In the actual junior middle school psychological teaching, teachers are faced with important choices in teaching choices. The teaching of mental health education in junior middle school has its unique subject characteristics, which requires teachers to pay attention to the systematic narration of knowledge and pay close attention to students' participation in teaching. While paying attention to knowledge narration, special attention should be paid to students' participation in the teaching of mental health education in junior middle school.

The purpose of this study is to explore the influence of lecturing teaching style and interactive teaching style on students' raising their hands in a middle school in Dalian. Lecturing teaching style strengthens the leading role of teachers, highlights the design of teaching content, and often adopts teacher-oriented teaching such as teaching, operation and demonstration(Hu Binwu, 1996). In the interactive teaching style, teachers are no longer a single knowledge imparter, but become the guide and promoter in students' learning, so that students can be involved actively in the teaching process. By comparing the effects of the two methods in actual teaching, we hope to reveal the degree of students' interactive participation in learning in junior middle school psychological teaching with different teaching styles, and provide concrete and feasible suggestions for the future mental health education.

2. Experimental Method

2.1. Subject

This study selects 70 junior middle school students from two classes in a middle school in Dalian, 35 students in each class, and two junior middle school psychological teachers, representing the lecturing teaching style and interactive teaching style respectively.

2.2. Experimental equipment and procedures

In each class, it will be taught for four weeks, twice a week. In the experimental group, teachers use the lecturing teaching style to teach knowledge and encourage students to raise their hands; In the control group, teachers used interactive teaching style and encouraged students to raise their hands.

The learning levels of the two classes are parallel classes, the classroom environment conditions are the same, and the teaching materials and teaching contents used by the two teachers in the teaching process are similar. The method and standard of recording students' raising their hands are the same. Safety and ethical issues were ensured during the experiment.

2.3. Data acquisition and analysis

At the end of each class, record the number of times students raised their hands to speak and the types of questions they asked, such as answering questions, asking questions, active Speech, etc., and collect data through teacher records and video recording of the classroom. The number and quality of students' raising their hands to speak in the experimental group and the control group were compared, and the differences in the number of students' raising their hands to speak and the types of questions between the two teaching styles were compared.

2.4. Statistical analysis

Statistical analysis was conducted using SPSS Statistics 27.0. Use independent sample t-tests and statistical methods such as mean and standard deviation for data analysis.

3. Experimental Result

This study uses the time sampling observation method for empirical research. The time sampling observation method is to selectively observe and record whether and how many

times the hand raising speech behavior occurs in some time periods (Lin Lei&Cheng Xi, 1992). In November 2023, the classroom teaching of the two classes was observed and the hand raising interaction of students under different teaching styles was recorded. The details are shown in Table 1.

Table 1. Time sampling observation record form

Observation Time	Class & Teaching Style	Type of Interaction	Frequency of occurrence
First Week Date:11.1 & 11.3 Time:3: 10-3: 50	7.1 Interactive Teaching	Answer Questions	6
		Ask Questions	1
		Active Speech	2
	7.3 Lecturing Teaching	Answer Questions	2
		Ask Questions	1
		Active Speech	2
Second Week Date:11.8 & 11.10 Time:3: 10-3: 50	7.1 Interactive Teaching	Answer Questions	7
		Ask Questions	3
		Active Speech	2
	7.3 Lecturing Teaching	Answer Questions	2
		Ask Questions	1
		Active Speech	0
Third Week Date:11.15 & 11.17 Time:3: 10-3: 50	7.1 Interactive Teaching	Answer Questions	9
		Ask Questions	1
		Active Speech	3
	7.3 Lecturing Teaching	Answer Questions	3
		Ask Questions	0
		Active Speech	1
Fourth Week Date:11.22 & 11.24 Time:3: 10-3: 50	7.1 Interactive Teaching	Answer Questions	11
		Ask Questions	2
		Active Speech	4
	7.3 Lecturing Teaching	Answer Questions	1
		Ask Questions	0
		Active Speech	0

In the lecturing teaching style classroom, teachers teach through explanation, demonstration and other methods, and students spend most of their time listening and watching. During the eight courses observed, a total of 8 students raised their hands to answer questions; 2 students raised their hands to ask questions, and 3 students took the initiative to raise their hands to speak and participate in teacher interaction.

In the interactive teaching style classroom, teachers teach by guiding students to participate in classroom activities through games, group discussions and other ways. In the eight courses observed, a total of 33 students raised their hands to answer questions; 7 students raised their hands to ask questions, and 11 students took the initiative to raise their hands to speak and participate in teacher interaction, The observation results are summarized in Figure 1.

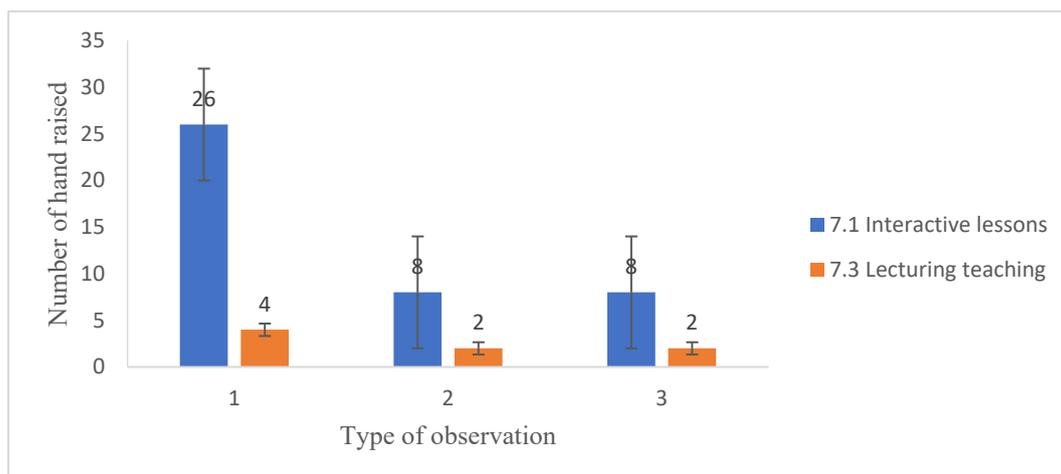


Figure 1. Summary chart of observation records

The results showed that the types of raising hands were answering questions, asking questions, and taking the initiative to speak. Under the lecturing teaching style, the average number of hands up is 1.5; Under the interactive teaching style, the average number of raising hands and speaking was 8.33 times. It can be seen that there is a significant difference in the number of raising hands and speaking under the two teaching styles.

The independent sample t-test results of the average number of raising hands and speaking times of the two groups of subjects showed that the variance homogeneity test was not significant $p > 0.05$, that is, the variance of the two groups was homogeneous. The lecturing style and interactive teaching style have significant differences in the number of students' raising their hands to speak, $t(21) = 3.201$, $p < 0.05$, that is, the interactive teaching style is significantly easier to make students participate in the classroom to raise their hands to speak than the lecturing teaching style. Calculate the average comparison of teaching style and interactive teaching style, as shown in Table 2.

Table 2. Comparison of the mean value of lecturing and interactive teaching style

Teaching Style	Mean Value
Lecturing Teaching	1.08±0.99
Interactive Teaching	4.25±3.27

4. Conclusions

Both interactive and didactic teaching styles have their own advantages and disadvantages. The interactive teaching style can deepen the understanding and application of knowledge through discussion and practice, but it usually requires more teaching time and requires teachers to have higher quality; On the contrary, the lecturing teaching style is favored for its efficient knowledge transfer and systematic knowledge system, especially for the teaching of basic knowledge, but it is often easy to make students feel monotonous. However, due to the discipline characteristics of mental health education and teaching, students need to participate more in the classroom, so the results of this study show that in junior middle school psychological teaching, interactive teaching style can significantly improve the frequency and quality of students' raising their hands and speaking, which is better than the lecturing teaching style.

The study also found that interactive teaching style can better cultivate students' thinking ability, expression ability and cooperation ability. This may be because interactive teaching

style promotes students' thinking and expression by guiding students to actively participate in the teaching process, and also provides students with more opportunities for cooperation, which helps to cultivate students' communication ability.

In addition, the results of this study also suggest that in junior middle school psychological teaching, teachers should pay attention to students' subjectivity and participation, and use interactive teaching style as much as possible. This teaching method provides students with more opportunities to express their views and feelings, and promotes the communication and understanding between students and teachers.

To sum up, this study draws the following conclusions: in the process of mental health education and teaching, (1) compared with the lecturing teaching style, interactive teaching style can significantly increase the frequency of students' raising their hands and speaking. It shows that interactive teaching style has advantages in promoting students' active participation and communication between teachers and students. (2) Compared with the lecturing teaching style, interactive teaching style can significantly improve the quality of students' raising their hands and speaking. This shows that interactive teaching style not only increases the number of students' participation in classroom interaction, but also improves the quality of students' interaction.

At the same time, education departments and schools should also pay attention to and support teachers' adoption of interactive teaching style, provide necessary training and support, improve teachers' teaching quality, overcome the problems of more time consumption and difficulty in ensuring knowledge systematization in interactive teaching, so as to promote teachers' effective implementation of interactive teaching style in class.

5. Prospect

This study only selected students from a middle school in Dalian as the research object, and the universality of the research results may be limited. Future research can further expand the sample range. In addition, in order to ensure the reliability of the experimental results, the number of experimental groups and control groups can be increased, and repeated experiments can be carried out to verify the reliability and universality of the results of this study.

This study only focuses on the influence of the two teaching styles on students' raising their hands and speaking. Future research can also explore the influence of other teaching styles, so as to enrich and improve the theory and practice system of junior middle school psychological teaching.

References

- [1] Deng Jianhua. Development and Implementation of Mental Health Education Curriculum in Junior High School[J], Journal of The Chinese Society of Education.2023(10):1.
- [2] Hu Binwu. Paradigm of Teaching Style and its Training Mode [J], Education Exploration. 1996 (86), 2:27-28.
- [3] He Jing. Research on the Influence of Teachers' Teaching Style on Students' Participation in Physics Class in Junior Middle School[D],FUJIAN NORMAL UNIVERSITY,2019.
- [4] Huang Jimin. Unwilling to raise hands-the study about the phenomenon of mid-school students' hands up[D],Ningbo University,2014.
- [5] Lin Lei, Cheng Xi. Time Sampling Observation in Children's Psychological Research[J], Psychological Development and Education.1992(5),2:32-36.
- [6] Qi Chunsheng. Analysis on the Current Situation and Improvement Strategies of Mental Health Education in Junior High School[J], New Curriculum.2014,3:80.

- [7] Sun Xiufang. The Study on the Influence of Teachers' Teaching Style on Academic Interest and Learning Attitude of Students of Junior Middle Schools[D], Harbin Normal University, 2013.
- [8] Zhang Wenrong. Discussion superficially on Teachers' Teaching Style[J], New Generation. 2018 (24):53.