

## Innovation of Teaching Methods from the Psychological Perspective

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**Summary:** In recent years, innovating methods to improve the quality of education and training has been concerned and approached in many different angles. From the psychology perspective, the article shows the psychological basis of learning activities and teaching activities, thereby determining the teacher's activities and methods of organizing to receive learners' knowledge in a positive to improve teaching effectiveness.

**Keywords:** Teaching methods, teaching activities, learning activities

Teaching method is a combination of methods of coordination and interaction between teachers and learners, in order to help learners dominate the scientific knowledge system, form a system of skills, techniques and practices creativity and standard attitude towards the goals of the teaching process [10]. In order to innovate teaching methods, it is necessary to promote the activeness, independence and creativity of learners, in which it is important and necessary to understand the psychological basis of innovating teaching methods. The pointing out the nature of learning activities and teaching activities from a psychological perspective will help teachers have grounds for devising contents and measures to renovate teaching methods in line with the capacity development orientation. learner.

Teaching is activity of teachers in organizing and directing learning activities in order to help learners acquire knowledge and technical skills, create psychological development and shape personalities. The instructor helps learners turn the historical social experiences, human culture into personal experiences [1]. Therefore, teaching activities are not just about introducing and explaining for learners to understand and acquire knowledge, but also to teach them how to acquire that knowledge. Thus, in teaching activities, the teacher's purpose is to create new things in the psychology of learners. What's new is the knowledge and ways to get it. That means, besides providing knowledge, teachers must make learners know how and be able to independently and actively acquire new knowledge. From the issues raised above, the author proposes a number of innovative solutions to teaching methods from a psychological perspective:

### For teachers

*Teachers must understand and appreciate the level and cognitive ability of learners.* When understanding the cognitive ability of learners, teachers can organize teaching effectively, teaching close to the target. Understanding the learner will help the teacher to predict the difficulties and advantages of the learner when acquiring new knowledge, determine the level of knowledge appropriate to the learner's ability. The level of knowledge is not too difficult for learners to absorb, but it is not too easy for the learner to be inactive. This also explains why it is necessary to teach separately, to differentiate learners to have appropriate teaching methods. Because determining the content and teaching methods should be suitable for each subject. To do this, teachers need to differentiate learners according to cognitive ability, even when asking questions also need to pay attention to the learners' ability to answer in each groups. The same content of knowledge, but the cognitive abilities of the learners are different, which requires that the teachers' ability to design methods be very diverse. It is knowing the learner's cognitive ability will help the teacher do this.

*Teachers must identify the right content of knowledge.* This is a very important task in teaching activities. Only when determining the right knowledge learners need, teachers will create excitement and passion in comprehension [7]. This is the direct knowledge to serve the learning process at the university and the operation process of students after graduation [2]. Based on that, the teacher must know how to analyze the

knowledge that the learners need to understand to find the basics, analyze the ability of the learner to find the most effective way of presenting and guiding learners.

*The teacher needs design the content of knowledge that the learner needs to acquire is a very specific requirement of the teaching profession.* Based on the content of knowledge and output standards of the subject, the teacher reprocesses the contents to suit the learners' comprehension ability. This capacity makes teaching different from other popular forms of science. Teachers must design knowledge content that is suitable for learners' ability without changing the nature of such knowledge. Because the knowledge is specified in the program and the teacher must design the lesson so that the learners comprehend it fully as required but ensure flexibility to cope with pedagogical situations. Teacher also determine the corresponding teaching method base on each type of knowledge. Teachers need to associate the knowledge of lessons with real life to make the lessons simple and receptive. After all, science is for practical use, practice is a measure of the value of scientific knowledge.

*Creating the interest and positive learning of the learners.* Teachers must establish an atmosphere of excitement during teaching that can be established through the relationship between teachers and students, the relationship between the system of knowledge and learning activities of learners. This is hard work because many subjects are hard to understand, while some teachers have a hard temper that makes the class exciting. However, establishing a lively atmosphere can be done through the selection of teaching methods and forms suitable to the subject requirements and psychological characteristics of learners.

### **For learners**

Along with teaching activity is a learning activity. In order to have a basis for determining the nature of innovating teaching methods, it is necessary to analyze both the psychological aspects of learning activity as a unified activity with teaching activities. Learning activities are specific activities of learners and are closely linked to teaching activities of teachers. The object of learning activity is knowledge, skills, and techniques [10]. Learning activities are not only aimed at acquiring the content of knowledge but also on acquiring methods to acquire knowledge. That is the way of learning. In order achieving high results, learners must know how to learn, must understand the requirements of learning activities and organize their own activities in accordance with those requirements. To meet the requirements of learning activities, learners need to have some basic psychological qualities as follows:

*Having the right motivation that improves our knowledge and the social relationship engine.* The motivation to improve one's knowledge is expressed in the desire to expand knowledge, desire to understand, be passionate about the process of acquiring and enriching self-knowledge to meet the requirements of the task. When learners identify this motivation, they will be aware of the attractiveness and attraction of knowledge and identify methods to get the knowledge they are trying to occupy. The social relationship engine is reflected in asserting its position in the collective, friends and what their family expect. The social relationship engine can put a lot of pressure on learners, but this is an inevitable problem because everyone has family and friends. The expectations of the family, the pressure of competition with friends ... what have an impact on the learner's passion for learning. When learners identify the learning motivation for themselves, self-affirmation, for development, for their own professional future, they will be fascinated with the process of acquiring knowledge and seeking to find stuff, expand knowledge.

*Learners need to identify the purpose of learning.* The purpose is understood as what the action is going towards. Learning activity is motivated by motivation and conducted under the act of learning [7]. The purpose of learning is the concepts, skills, values, standards ... that ongoing learning actions aim to achieve. The process of forming goals starts with the formation of learners in the form of symbols which are then organized to actualize symbols in reality. And this purpose can only be initiated when the learner performs his / her learning act. Learners need to determine exactly the content of knowledge to receive to meet the learning process at the university and the knowledge that directly serves for practical work after graduation. In addition, learners need to determine the purpose of learning activities, in addition to knowledge is also learning how to access knowledge in a scientific way, learning for the purpose of transforming and perfecting oneself. Therefore, it is necessary to have direction of the instructor so that the learner fully understand the purpose of the learning activity.

*Learners must have study skills.* Having good study skills will bring about high efficiency in the field of knowledge acquisition and thereby promote the positive of learners [9]. Learners must understand the requirements of each type of knowledge, know how to organize their learning activities in accordance with the requirements of knowledge, to have the best learning results. Teachers must guide learners how to study each part and each subject. In teaching psychology, they call it the formation of learning actions for learners. Innovating teaching methods is an indispensable requirement to improve the quality of education [6]. However, the method innovation requires serious research and proper identification of the contents that need to be innovated and the manner and level of innovation. Therefore, if we want to innovate teaching methods, we must

clearly analyze the nature of teaching and learning activities, analyze the psychological aspects of teaching and learning activities to identify core issues, ensure innovation is grounded and effective.

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