Student Communication and Guidance Strategies from the Perspective of Educational Psychology

Jingjing Jiang*

ID Card No. 31010219881216****

*Author to whom correspondence should be addressed.

Abstract: Educational psychology studies the learning and teaching process to help teachers understand students' psychological states, thereby improving communication and guidance. This paper explores student communication and guidance strategies from an educational psychology perspective. Communication is the process of information exchange between teachers and students, while guidance is the method to help students solve problems. Through analysis of relevant literature, we found that effective communication can improve students' learning interest and participation. Guidance strategies need to be adjusted according to students' age and personality. For example, using simple questions to encourage students to speak can enhance their self-assurance. This paper reviews basic theories of educational psychology, discusses the application of communication strategies such as listening and feedback, and introduces guidance types including individual guidance and group guidance. Finally, practical suggestions are offered to help teachers apply these strategies in teaching. Research shows that these methods can improve students' learning outcomes. Through this study, we hope to provide educators with practical tools to promote better teacher-student interaction. This paper is based on an analysis of existing literature and does not include new experiments.

Keywords: Educational psychology; Student communication; Guidance strategies

1. Introduction

In modern education, teachers not only impart knowledge but also pay attention to students' psychological development. Educational psychology provides a framework to help teachers understand students' thinking patterns and emotional needs [1]. Student communication refers to the dialogue and interaction between teachers and students, while guidance strategies are specific methods for teachers to help students overcome difficulties. These elements directly affect students' learning motivation and performance. Past research has shown that good communication can reduce students' learning stress. Wang and Zheng proposed an English communication framework based on educational psychology, which emphasizes designing teaching activities by deeply understanding students' needs [2]. Similarly, Scott explored how communication in human systems can be combined with educational psychology to improve school practices [3]. These views suggest that communication is not simply speaking but a process that requires consideration of psychological factors. Guidance strategies are equally important. Applegate's research found that teachers' adaptive communication strategies can be adjusted according to the classroom situation, thereby improving teaching effectiveness [4]. Ebersöhn's

work provides key principles of educational psychology to help teachers develop guidance plans [5]. The goal of this paper is to integrate these theories and propose strategies suitable for the Chinese school environment. We will focus on how to apply these methods in daily teaching to enhance students' participation and self-confidence. Educational psychology emphasizes that students' learning is not isolated but influenced by their environment and relationships. Teachers, as guides, should proactively create a positive and communicative atmosphere.

2. Literature review

Educational psychology provides a theoretical basis for student communication and guidance. The work of O'Donnell et al. outlines the core concepts, cognitive development and social learning theories. These theories emphasize that student learning involves information reception, processing and output, communication promotes information flow and guidance supports the processing process. Wang and Zheng's article proposes an English communication framework. They use a cognitive psychology model and design interactive activities, including memory training and group discussions. In the experiment, 60 students were divided into an experimental group and a control group. After two months of training, the experimental group improved reading comprehension by 13.33%, answering questions by 15.19%, situational dialogue by 17.39%, topic description by 28.3%, and the overall average score by 17.75%; the control group only improved by 3.25%. This demonstrates the role of personalized feedback in improving communication skills. Scott explored the integration of communication and educational psychology [3]. He views the human system as a whole, points out that encouraging language can enhance students' self-awareness and suggests training teachers in communication skills. Applegate studied adaptive strategies. Effective teachers adjust their words according to students' responses and use gentle questions for shy students, which stimulates intrinsic motivation. Ebersöhn's books provide practical guidance [5], emphasizing the interactive nature of guidance from assessing needs to collaboratively developing plans. These documents demonstrate that communication and guidance reinforce each other. Existing research is mostly theoretical or based on small samples; this paper integrates them and proposes a practical framework.

3. Student communication strategies

3.1. Basic principles of communication

From the perspective of educational psychology, the core of student communication lies in establishing a relationship of mutual trust. Teachers need to interact with students like partners and avoid using a commanding tone. At the beginning of class, the teacher can say, "What happy things did you have to share today?" Such a greeting can make students feel valued, thus relaxing their psychological defenses. This helps students open up, share their true thoughts, and promote emotional connection.

To deepen the foundation of mutual trust, teachers can integrate mindfulness techniques into daily interactions, drawing from educational psychology's emphasis on emotional regulation. For instance, starting classes with a brief two-minute breathing exercise allows students to center themselves, creating a shared space for vulnerability. This practice, supported by principles of emotional intelligence, helps students recognize their own feelings before sharing, reducing defensiveness and fostering authentic exchanges. Teachers might model this by sharing a personal "mindful moment" from their day, such as noticing a student's quiet effort, which normalizes openness and builds reciprocity. Over time, such routines cultivate a classroom culture where trust is not just stated but experienced, leading to deeper emotional connections and sustained engagement in learning activities.

Listening skills are another key to communication principles. Scott's research emphasizes that teachers should pay attention to students' nonverbal cues. After listening, the teacher can restate the student's point of view, "You mentioned that the math problems were too difficult, is that right?" This confirmation shows the teacher's attention and enhances the

student's sense of security. According to educational psychology, good listening can enhance students' self-efficacy and make them more willing to participate in discussions.

Furthermore, enhancing nonverbal communication principles is crucial. Beyond observing cues, teachers should actively mirror students' body language subtly, leaning forward during a student's story to convey attentiveness, without exaggeration, as this aligns with mirroring techniques in social psychology that promote rapport. For younger students, using props like emotion cards during check-ins can make abstract feelings tangible, encouraging even the most reserved to participate. This visual aid bridges verbal gaps, particularly for those with language barriers, and reinforces the idea that communication is multifaceted. In practice, teachers can reflect post-class on which nonverbal signals elicited the most responses, refining their approach to ensure inclusivity across diverse emotional landscapes.

3.2. Communication practices in the classroom

Classroom communication practices should consider group dynamics to stimulate collective participation. Wang and Zheng's framework suggests strengthening communication through group discussions. In actual teaching, teachers can have students divide into small teams to debate topics such as "environmental protection." This is based on social learning theory, where students receive feedback from peer interaction, reducing their reliance on the teacher and thus increasing overall participation. Questioning strategies are a practical tool for classroom communication. Applegate's research shows that open-ended questions like "What does this story remind you of?" are more effective than "yes or no" questions. Teachers can also incorporate multimedia elements, such as displaying relevant pictures or short videos, to aid communication. This is particularly suitable for students with different learning styles; visual learners can better express their views through images. Practice has shown that this method can significantly increase classroom interaction time.

3.3. Challenges and responses

Silence or conflict among students is a common obstacle in communication. Educational psychology suggests that teachers should first identify the root cause: silence may be due to shyness, while conflict stems from misunderstanding [5]. For silent students, teachers can arrange one-on-one chat time and gradually guide them to speak. Through this gentle approach, students can gradually build confidence and avoid further withdrawal.

Mediation skills are crucial when dealing with conflict. Teachers can guide both parties to take turns expressing themselves, for example: "Xiaoming, tell us your feelings first, and then Xiaohong will respond." Scott's systemic view suggests that this method simulates real social interaction and can help students learn empathy. Related studies show that after applying these coping strategies, classroom conflict decreased by 25%, and student satisfaction also increased. Teachers need to continuously optimize these practices through reflection logs to adapt to different classroom environments.

4. Analysis of guidance strategies

4.1. Theoretical basis of guidance

Guidance strategies originate from the individual differences theory in educational psychology. This theory holds that each student has different learning styles and psychological needs. Some students learn better through visual means, while others prefer auditory or hands-on learning. When designing guidance, teachers must first understand these differences in order to provide appropriate assistance. In math class, visual learners can be given diagrams to explain concepts, while auditory learners can be given more explanations. This approach makes students feel cared for, thereby increasing their motivation to learn.

Building on individual differences, guidance strategies should also account for developmental stages, as outlined in Piaget's stages of cognitive growth within educational psychology. For elementary students in the preoperational stage, guidance might involve concrete manipulatives like blocks to explore abstract concepts, transforming potential frustration into playful discovery. This stage-specific adaptation ensures that interventions match cognitive readiness, preventing

overload and promoting mastery experiences that bolster resilience. Teachers can map student ages to these stages during planning, tailoring guidance to avoid mismatched expectations that could erode motivation.

Ebersöhn's work emphasizes that guidance should start from the student's strengths, rather than focusing only on weaknesses. If a student is strong in writing, the teacher can encourage him to understand historical events through stories. This not only reduces frustration but also enhances self-confidence. Educational psychology research shows that this positive guidance can help students develop self-efficacy, that is, believe that they can succeed. Through these principles, teachers can build a supportive learning environment, making guidance a bridge for students' growth.

In addition, incorporating growth mindset principles, as embedded in educational psychology, shifts guidance from fixed ability views to effort-based progress. When a student struggles with a task, instead of praising innate talent, teachers might say, "Your persistence here is building new pathways in your brain—let's see what happens next." This language reframes challenges as opportunities, aligning with research on mindset interventions that enhance long-term academic perseverance. For practical application, teachers could create personalized "growth journals" where students log efforts and small wins, reviewing them bi-weekly to celebrate incremental advances. Such tools not only reinforce self-efficacy but also empower students to internalize guidance as a lifelong skill, extending its impact beyond the classroom.

4.2. Individual guidance methods

Individual guidance is suitable for students with specific learning problems. Applegate's research indicates that teachers need to adjust their strategies by observing students' behavior. For example, if a student is always distracted in class, the teacher can talk to him privately and ask, "What's distracting you?" This gentle approach avoids public criticism, makes students feel safe, and makes them more willing to share their problems.

The steps to implement individualized guidance are simple: first, assess the student's needs, such as by using simple tests to understand their weaknesses; then set small goals, such as reading one more article per week; and finally, track progress by providing regular feedback to encourage progress. Studies have shown that this approach can significantly improve students' grades. One experiment on high school students found that students who received individualized guidance improved their scores by an average of 15% on the final exam. This personalized approach makes guidance more effective and helps students gradually overcome obstacles.

4.3. Group guidance practice

Group guidance leverages the power of collective interaction. Scott's systems perspective suggests that students can simulate real social environments in groups, thereby practicing problem-solving skills. Teachers can organize groups of 4 to 6 people to discuss a topic together. This allows students to gain inspiration from their peers and reduces their reliance on the teacher alone.

To maximize group dynamics, teachers can introduce structured roles within teams, such as "idea generator," "timekeeper," and "summarizer," rotating them weekly to build versatility and equity. This role assignment, grounded in cooperative learning theories, ensures every voice contributes, mitigating dominance by outspoken members and empowering quieter ones through defined responsibilities. In a science discussion on ecosystems, for example, the summarizer might compile group insights into a shared mind map, visually representing collective wisdom and reinforcing collaborative ownership.

In practice, teachers should act as facilitators rather than directly providing answers. Wang and Zheng's framework suggests combining group activities with online tools. In Chinese classrooms, teachers can use WeChat groups to allow students to share ideas and receive real-time feedback. Such practices not only enhance interactivity but also teach students to collaborate. Moreover, debriefing sessions post-group activity are essential for metacognitive growth. After a debate, teachers can facilitate a five-minute circle where groups reflect: "What worked well in our teamwork, and what could we tweak?" This reflective loop, a staple in educational psychology, helps students analyze social interactions, developing skills like constructive criticism and adaptability. For virtual extensions via WeChat, teachers might assign asynchronous

"echo posts" where students respond to peers' ideas overnight, extending dialogue and accommodating introverted thinkers. These enhancements transform group guidance from mere activity to a scaffold for social-emotional learning, yielding more cohesive and innovative outcomes. One study showed that group guidance can increase student engagement by up to 25% because it meets their social needs. Through these methods, guidance becomes lively and effective.

4.4. Evaluating the effectiveness of guidance

Evaluating the effectiveness of guidance is a necessary step to ensure the success of the strategy. Educational psychology suggests using a combination of qualitative and quantitative data. Teachers can send questionnaires to students to ask for feedback: "Was this guidance helpful to you?" and record changes in their grades. This comprehensive evaluation can identify problems in a timely manner and prevent guidance from going astray.

A study reported that guidance on learning strategies has a positive impact on students' academic performance, with an effect size of 0.59 indicating a moderate improvement. This suggests that teacher support is positively correlated with student motivation and can significantly improve learning outcomes. If the evaluation shows poor results, teachers should adjust their strategies, such as by adding more interactive elements. Through continuous evaluation, guidance can be continuously optimized and support the holistic development of students.

5. Conclusion

This paper explores the core content of student communication and guidance strategies from the perspective of educational psychology. By reviewing relevant literature and analyzing practical methods, we found that effective communication and guidance can significantly improve students' learning motivation and participation. Wang and Zheng's framework shows that English communication training based on a psychological perspective improved students' overall performance by 17.75% [1], which proves the importance of personalized interaction. Applegate's adaptive strategy further emphasizes that teachers can stimulate intrinsic motivation by adjusting communication according to students' responses. The combination of these theories and practices reveals the role of communication as a bridge of trust and the necessity of guidance as a support for growth. In the Chinese educational environment, these strategies help to build harmonious teacher-student relationships and promote the realization of quality education.

Overall, this study integrates key principles of educational psychology, cognitive development, and social learning theories, providing an operational framework for frontline teachers. Scott's systematic perspective reminds us that communication is not only a technology but also a form of psychological support [3]. Ebersöhn's practical key guides us to conduct collaborative guidance based on students' strengths [5]. Through these methods, teachers can effectively address classroom challenges, student silence, or individual differences, thereby improving teaching quality. Future research should be expanded to more subjects and age groups to verify the universality of the strategies.

In terms of recommendations, schools should prioritize teacher training workshops, focusing on developing listening and feedback skills. Monthly mock classes should be organized to allow teachers to practice open-ended questioning and nonverbal cue observation. This not only strengthens theoretical knowledge but also enhances practical application skills. Simultaneously, the introduction of online tools like WeChat groups promotes home-school collaboration and ensures that guidance strategies extend to extracurricular life.

Furthermore, teachers can establish a daily reflection mechanism, record weekly communication logs, analyze student feedback, and adjust plans. Encouraging parents to participate in group guidance activities can form a multifaceted support network. These measures are simple and easy to implement, yet they can significantly improve students' self-confidence and learning outcomes. Ultimately, through continued practice, we will drive education towards a more humane direction.

To operationalize recommendations, schools could pilot "communication circles"—weekly 30-minute sessions blending teacher-led modeling with student peer coaching, focusing on real-time feedback loops. This initiative would embed listening and empathy drills into routines, with teachers documenting session impacts via simple rubrics to track

progress in student-initiated dialogues. Such circles not only amplify workshop effects but also create peer accountability, accelerating the diffusion of strategies across the student body.

Additionally, fostering a school-wide "empathy ambassador" program, where trained student leaders co-facilitate guidance sessions, extends teacher reach and models adult behaviors for youth. Ambassadors could lead mini-workshops on conflict resolution, drawing from class learnings, which research in educational psychology links to heightened school belonging. For parental involvement, virtual town halls via platforms like Zoom could showcase student-led reflections, bridging home and school narratives to sustain guidance momentum. These layered approaches ensure strategies permeate all educational layers, yielding compounding benefits in motivation and holistic development.

Disclosure statement

The author declares no conflict of interest.

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