

Research and Exploration on the Practice Teaching System of Psychological Education

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Abstract: Psychological education is considered to be the key factor to cultivate students' healthy psychology and all-round development. The practice teaching of collaborative education pays attention to the combination of subject knowledge and practice to promote the cultivation of students' practical ability. This paper aims to provide theoretical guidance and method reference for educational practice by researching and exploring the practical teaching system of psychological education collaborative education. By integrating psychological education theory and subject knowledge, designing diversified practical teaching activities and providing personalized support and guidance, the system is expected to provide effective educational support for students' all-round development and mental health.

Keywords: Psychological education; Cooperative education; Practical teaching; Teaching system

With the rapid development of society and continuous changes in the field of education, higher requirements are put forward for students' comprehensive quality and problem-solving ability. Under such background, psychological education and collaborative education practice teaching have been paid more and more attention by the educational circle. Psychological education aims to promote students' mental health and personal development, while the practical teaching of collaborative education emphasizes the combination of subject knowledge and practical application to cultivate students' practical ability. Therefore, it is an urgent need to combine psychological education and collaborative education practice teaching to build a practical teaching system of psychological education.

Overview of practical teaching system of psychological education collaborative education

The practical teaching system of psychological education is a teaching system that combines psychological education with practical teaching of collaborative education, aiming at promoting students' all-round development and mental health. Psychological education pays attention to students' mental health, emotional development and interpersonal relations, while collaborative educational practice teaching focuses on the combination of subject knowledge and practical application to cultivate students' practical ability and problem-solving ability. Through the organic combination of the two, the practical teaching system of psychological education collaborative education can provide more comprehensive and personalized educational support to meet the diversified development needs^[1] of students. The core goal of constructing the practice teaching system of psychological education is to cultivate students' comprehensive quality and problem-solving ability. This requires educators to pay attention to students' cognitive, emotional, social and other psychological aspects of development, and through interdisciplinary teaching content and methods, psychological education theory and subject knowledge combined. Second, the construction of practical teaching system of psychological education collaborative education

1. Scientific formulation of teaching objectives and guiding ideology

Scientific formulation of teaching objectives and guiding ideology is an important link in constructing a practical teaching system of psychological education. First of all, determine the educational objectives. Students' comprehensive development needs and realistic social requirements should be considered in the formulation of teaching objectives. Educational goals should cover students' cognitive, emotional, social and other dimensions, including the mastery and application of knowledge, the cultivation of thinking ability, the improvement of emotional quality, the shaping of values, and the development of social skills. Secondly,

a development-oriented guiding ideology should be established. The guiding ideology of the practice teaching system of psychological education should take students' all-round development and individual differences as the core. It should pay attention to the individual needs and characteristics of students, take development as the orientation, and pay attention to cultivating students' independent learning ability, creativity, critical thinking and problem-solving ability^[2]. At the same time, attention should be paid to students' emotional development, the cultivation of interpersonal skills, and the shaping of values and moral awareness. Thirdly, students' autonomy and participation should be emphasized. Students should become the main body of education and play the initiative and creativity in the teaching process. Educators should provide ample space for students to make their own choices, encourage students to actively participate in practical activities, and cultivate their teamwork, communication, coordination and leadership skills.

2. Integrate subject knowledge and psycho-educational theories

The integration of subject knowledge and psychological education theory is a key step to build a practical teaching system of psychological education. By combining subject knowledge with psychological education theory, it can provide students with comprehensive educational support, which is conducive to their better understanding and application of psychological principles, and transform them into practical behaviors. First, educators need to have a deep understanding of the core concepts and basic principles of subject knowledge, including the knowledge system of ideological and political subjects, humanities and arts, social sciences, natural sciences, basic general studies and other subject fields. Through the comprehensive grasp of the subject knowledge, the psychological education theory can be better combined with the subject knowledge, and the targeted teaching explanation can be provided for students. Second, psychoeducational theory provides a framework to explain students' learning, thinking and behavior. Educators can use psychoeducational theories to analyze phenomena and problems in subject knowledge and explain students' psychological characteristics and needs. In this way, educators can better design teaching activities, formulate targeted education programs according to learning interests and cognitive needs, and help improve the effect of students' exploration of curriculum knowledge. Third, according to the characteristics of subject knowledge and the development needs of students, combined with the theory of psychological education to design appropriate teaching content^[3]. For example, in science education, scientific inquiry method is introduced to cultivate students' observation, experiment design and scientific interpretation ability. In language education, psychological education theories are combined to design activities such as emotional reading and scenario simulation, so as to cultivate students' ability of teamwork and lifelong learning.

3. Actively designing diversified practical teaching activities

According to the needs and characteristics of students, educators should reasonably choose and organize different types of practical activities and provide appropriate guidance and support, which is conducive to the all-round development of students and the realization of their own potential. First, emotion management training activities should be designed to help students understand and master the skills of emotion management. For example, guide students to know various emotions, understand the expression and influence of emotions, and then through activities such as role playing, group discussion and scenario simulation, let students learn to cope with and manage their emotions, improve emotional intelligence and emotional regulation ability. The second is to carry out interpersonal communication training activities to help students improve interpersonal skills and establish good interpersonal relationships. Students can be organized to participate in activities such as teamwork, role playing and communication skills training, so that students learn to express themselves effectively, listen to others, resolve conflicts and build positive interpersonal relationships. Third, self-awareness and self-exploration activities can be designed to help students understand their own personality, values and potential^[4]. For example, guiding students to self-reflection, self-assessment and goal setting, promoting students' self-awareness and self-development through activities such as writing, artistic creation and group sharing, and cultivating positive self-image and self-confidence. Fourthly, stress management and mental health training activities should be carried out to help students effectively cope with study pressure and life pressure and maintain mental health. Teachers can introduce stress management methods, organize students to participate in relaxation training, psychological adjustment exercises and meditation and other activities to cultivate students' ability to cope with pressure and mental toughness.

4. Attach importance to providing personalized support and counseling

First, conduct an individual assessment and needs analysis to understand students' characteristics, challenges and needs. Educators can use psychometric tools, observation and communication with students to gather information about students and understand problems in mental health, learning and interpersonal relationships. By getting to know students, educators can tailor individualized support and counseling programs for them. Second, individual tutoring and counseling services can be provided to provide person-

alized support for students. Educators can have individual talks with students, listen to their problems and perplexities and offer professional advice and guidance. Individual counseling and counseling should cover issues such as mental health, study skills, and interpersonal communication to help students solve personal problems and improve relevant skills. Third, emotional support and listening should be provided so that students feel understood and cared for. Educators need to listen to students, understand emotional needs and provide support and comfort. Emotional support can take the form of face-to-face communication, email, online chat, etc., ensuring that students are able to share their feelings and confusion and receive emotional support. Fourth, assist students in making personalized study plans and goals to help them improve their learning effectiveness and self-management skills. Work with students to assess learning styles, time management skills and learning difficulties, and then develop learning plans and goals that suit the individual's needs. Help students improve their motivation and self-discipline by guiding them to establish clear goals and implement actionable plans.

Conclusion:

The research on the practice teaching system of psychological education is of great significance to students' all-round development and mental health. Through scientific formulation of teaching objectives and guiding ideology, integration of subject knowledge and psychological education theory, active design of diversified practical teaching activities and pay attention to providing personalized mental health education support and guidance, can effectively promote students' psychological development. Educators should constantly explore innovative methods and strategies, integrate psychological education into practical teaching, and constantly optimize the teaching system, so as to provide better education and care for students.

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