Research on Blended Teaching of psychology course based on Internet technology

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Abstract: hybrid teaching can organically integrate online teaching and traditional classroom teaching, show the advantages of Online + offline teaching mode, and actively guide students to carry out in-depth learning, which is also one of the hot spots of current curriculum reform. Due to the lack of reasonable teaching design in the actual teaching process, online and offline teaching links are carried out separately, which can not effectively improve the effect of students' learning. College Students' mental health education plays an important role in college teaching. Combined with the students' learning characteristics in the Internet era, we should actively carry out the hybrid teaching mode based on network platform teaching, and innovate the teaching mode and assessment methods of psychology courses, which will help improve students' autonomy and innovation in learning, and enable them to master the necessary professional knowledge, Effectively improve students' psychological quality.

Key words: Internet; Psychology courses; Blended teaching

High quality mental health education courses can maintain students' mental health, and play a very important role in the implementation of the basic task of moral education in the teaching process of colleges and universities. In order to improve the teaching quality of mental health education courses, college teachers should actively explore how to carry out teaching reform with the help of big data background, and how to organically integrate online and offline teaching, which has become the key and difficult points of the current teaching reform. In order to improve the students' mental health level, colleges and universities should pay attention to the innovation of teaching mode, combined with the application of mixed teaching mode in teaching practice, effectively solve the students' psychological problems, and enhance the students' psychological literacy level.

1 Problems in the teaching of mental health education in Colleges and Universities

1. Students' awareness of active participation is not strong

At present, the Post-00 group has gradually become the main body of college students. Students born after 2000 can accept all kinds of new things in time, learn necessary professional skills, and have the courage to forge ahead. In addition, students at this stage have a strong sense of autonomy, but lack of teamwork spirit. Students' study and life have been used to obtaining various resources and information through the Internet or mobile terminals. Previous mental health education courses focused more on students' understanding of theoretical knowledge, and could not fit the actual situation. Moreover, the assessment form of mental health education is unitary, mostly using the form of 30% of the previous score + 70% of the exam, and most of the time, the score mainly depends on attendance measurement, and the final exam is also conducted in the form of written examination, which does not pay attention to the important role of students' process evaluation in students' learning process, and lacks attention to the cultivation of students' professional knowledge and practical skills, Ignoring the development of students in the learning process. In the course of mental health education, some students are used to sitting and listening, but they are not good at thinking; Like to participate in all kinds of interactions, like games and video teaching mode; Not used to answering questions raised by teachers in class; Lack of self analysis, self reflection and internalization of knowledge.

2. The contradiction between theory teaching and teaching practice

Psychology related courses are compulsory courses for students at this stage. The audience of this course is mainly non professional students who have not received systematic theoretical knowledge education. In the face of complex professional knowledge and boring teaching mode, as well as the teachers' own characteristics such as not having strong practicality, when students learn psychology related content, The understanding of book knowledge is more formalized. In order to cope with the examination arranged by the teacher or to obtain the corresponding professional qualification certificate, the basic goal of psychological course teaching is not paid attention to. For the study of theoretical knowledge, teachers will more emphasize the key content of the exam. Students will not listen carefully in class in time, and will also take notes of the corresponding content. For the assignment of mental health education homework, students will think that there are more homework than professional courses. Although this cognition may only be unintentional talk of some students, it fully shows that the current public education courses are mainly focused on the contents of pedagogy, educational psychology and teachers' professional ethics, and do not understand that improving students' professional knowledge is the teaching goal. Under the above circumstances, teachers should pay attention to the guidance of students' value orientation, scientifically and reasonably arrange teaching practice and proportion, optimize curriculum teaching mode, and constantly enrich teachers' teaching practice.

3. Contradiction between classroom discipline and mobile phone use

Due to the wide application of mobile phones, students' behavior of using mobile phones in class and not listening carefully in the school classroom has also been repeatedly prohibited, which has not significantly improved the teaching discipline in the school education classroom. Teachers' attention can not be completely focused on the maintenance of classroom discipline, but must concentrate on teaching students.

4. The contradiction between process evaluation and teachers' workload

Because there are many modules about the curriculum assessment results of mental health education subjects, the task of statistical

analysis is very cumbersome. In addition, the school has more classes with mental health education subjects, so the task of statistical analysis of teacher performance is quite cumbersome. This is also very disadvantageous to the improvement of teachers' teaching enthusiasm. In order to reduce the workload, some teachers will require schools to evaluate the effect of education and training projects, resulting in low professionalism and effectiveness. With the diversification of the teaching range of educational psychology, there will be unreasonable and fair problems in the implementation of teaching quality performance evaluation, and the phenomenon that the operation level can not distinguish the true from the false. It is understood that teachers' quality assessment methods for psychology subjects mainly include peacetime scores and final assessment. Among them, the usual performance mainly involves the writing of small reports, study reports, class notes, etc., but the completion efficiency of this part of the content is often poor, prone to plagiarism and similarity, which is also unfavorable to the understanding of students' learning situation. Teachers can not objectively and fairly assess students for the same content according to the situation of different disciplines

2 Characteristics of Blended Teaching

Hybrid classroom is an "online" + "offline" classroom that combines the advantages of online courses and traditional classroom. Through the organic integration of the two classroom organizational forms, students' learning can be pushed to depth. Its characteristics are: there are resources online, and the construction specification of resources should be able to complete the understanding of knowledge points; There are offline activities that can detect, accumulate and transform online knowledge points; The process has evaluation, online and offline, process and results should be evaluated. Therefore, in the hybrid classroom, teachers combine students' online free teaching with face-to-face interactive guidance.

3 Practical application of Blended Teaching in psychology course

1. Application of Blended Teaching in students' differences

First of all, from the perspective of balancing the educational resources of colleges and universities, since Sichuan Ethnic School is located in the Tibetan Autonomous Prefecture of Ganzi Prefecture, Sichuan Province, it shows that the excellent teaching resources of ethnic school teachers in the local area are very limited, and the introduction of mixed education helps to alleviate the educational resource gap of college groups in different regions, Thus, it can obtain more excellent teaching resources, and also help to promote the fairness of the distribution of local higher education resources. Second, from the perspective of school curriculum management, because the public compulsory courses of education are taught to normal students with different professional knowledge bases and subject backgrounds, compared with professional courses, teachers of public courses face a large number of students, and how to make scientific education and evaluation that adapt to the learning situation of different classes is a difficult problem. Because school teachers have the responsibility of school management and scientific research work in addition to performing education work, and face a diversified group, the teaching management of teachers faces considerable problems. Educational psychology platform also plays a key role in the training of normal students. The online psychological education system in hybrid classroom can help teachers understand the actual situation of students' learning, and various online education platforms can also timely feed back students' learning progress, homework completion status, problems existing in student student communication and teacher-student communication, so that teachers can timely optimize and adjust teaching content and mode. In addition, students can also select learning resources, practice and homework according to their actual learning situation and environmental factors, and teachers can carry out targeted guidance and answers according to the students' actual learning.

2. Combination of online theory teaching and offline experience teaching

In order to achieve the close integration of online basic courses and offline experiential courses, the college can specially create the education mode of hybrid college students' education and training courses. Teachers can also use multimedia to make the content of classroom teaching into an electronic lesson plan for micro classes before and after class, and then provide it to the teaching platform and let them complete the preview after class; In the classroom, teachers gradually strengthen their mental cognitive ability and increase their practical skills by allowing them to carry out different forms of mental activities, such as mental tests and psychological tests, so as to improve the quality of their classroom and enrich the content of classroom activities. Classroom communication is an effective way to strengthen the relationship between teachers and students and students, which can greatly improve the efficiency of the classroom. In the classroom of educational psychology, because the number of students in the classroom is too large and the number of classroom exchanges is too small, it also has a bad impact on Teachers' learning guidance and emotional cultivation of students, and it also has a great impact on the cultivation of students' cooperative consciousness. The use of hybrid classroom can transcend time, not affected by limited time and teaching resources, enhance the interaction and communication between teachers and students, guide students' learning more pertinently, reduce the emotional distance within teachers, and is beneficial to the cultivation of students' teachers' theoretical literacy and the deepening of teachers' moral cognition.

3. Combination of mobile terminal and classroom teaching

Using the hybrid teaching method, teachers can use the mobile phone app client system to carry out classroom teaching management and teaching activities at the same time. With the widespread application of mobile phones in Colleges and universities, teachers can guide students to listen to online mental health education classes anytime and anywhere using mobile phones, and can also realize multiple online interactive functions such as online check-in, voting test, network communication, random roll call. By using the mental health assessment software, the online mental health assessment and analysis can be completed by using the smart phone mobile terminal. Using this

information technology to carry out online and offline teaching of college graduates' mental health education can not only save class time, enrich teaching forms, but also facilitate the management of classroom discipline.

4. Integration of online evaluation and offline evaluation

College mental health training teachers can achieve the integration of online assessment and offline assessment after using the hybrid teaching mode. By setting the score assessment system of mental health education on the online education platform, and using the mobile client to upload assignments and tests in real time, teachers can record students' homework completion status and test scores in real time, reducing the unreal situation of teachers' assessment of students in the teaching mode of single mental health, At the same time, it also enhances the effectiveness of process evaluation and reduces the pressure of teachers and students to a great extent. The formation of the education process of strengthening theory and forming good behavior habits is inseparable from the promotion of environmental stimuli, which reflects the effective response of teachers to students' learning situation in the classroom, and will change their initiative in learning. The process evaluation of traditional teaching materials of educational psychology mainly refers to the teacher's evaluation of each student's usual performance, specifically involving each student's attendance, homework completion rate, classroom performance and other content, but in the past, the process evaluation was mostly to constitute each student's usual performance, It is difficult to consider the current academic status of each student in terms of evaluation methods and contents. The use of hybrid classroom teaching can not only measure the students' academic performance before, during and after class, but also analyze the students' mastery of the main knowledge points of each step according to each step, focusing on the evaluation of the students' learning effect on the information provided by the teacher and their attendance, The speed and class hours of learning video lessons before class, the answers to thinking questions, and the progress of chapter examinations after class. Finally, teachers can evaluate and adjust the results of each step.

5. Coordination of online resources and knowledge expansion

Hybrid teaching method can closely integrate Internet Education and psychological knowledge. Psychological training teachers can recommend ideal online course platforms for them, such as MOOC and e-books, and guide them to read and discuss independently. In addition, teachers can also use the online course platform provided by students to recommend text materials and audio resources related to psychological training to them, which can help them carry out effective learning and development after class and enrich psychological content.

4 Concluding remarks

To sum up, blended teaching in college students' education and training projects can accumulate more experience and further improve the vertical integration teaching mode. From the perspective of the effect of psychological education activities, the hybrid classroom teaching method can improve the effect of psychological education for college students, and can also develop the good habit of students' self-study in class. They can have more time to practice in class and get more guidance from teachers.

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