

The role of psychological quality education in middle school geography teaching

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Abstract: with the continuous deepening of the current education reform, the implementation of psychological quality education has become the research content of many teachers. For junior high school geography teaching, teachers should comply with the development of education era, carry out effective teaching activities around psychological quality education, analyze the problems existing in the current geography teaching, and start to construct the geography teaching system in the new era from the aspects of innovating teaching methods and enriching teaching content, which can further improve the teaching quality and promote the healthy development of students' physical and mental health. This paper studies the role and strategies of psychological quality education in junior high school geography teaching, and puts forward corresponding views.

Key words: Psychological quality education; Junior high school geography; Teaching; research

Introduction: the decision of the State Council on deepening education reform and comprehensively promoting quality education clearly points out that discipline teachers should not only pay attention to the basic knowledge and skills of the students, but also focus on students' psychological quality education, so that students can establish correct cognition and realize self-development. Junior high school geography teaching content is very rich and covers a wide range. Teachers can further enrich the teaching connotation and promote the healthy development of the students of the physical and mental health by deeply excavating the potential psychological quality education elements in teaching and carrying out teaching activities with the help of effective teaching methods. But in the actual teaching, many teachers are not aware of the necessity of the integration of psychological quality education and geography teaching, and it is difficult to achieve the goal of teaching reform in the new era. In view of this situation, junior high school geography teachers need to change their teaching ideas, pay attention to the guiding value of psychological quality education, and then deeply analyze the connotation of psychological quality education and the necessity of integration with subject teaching, so as to carry out targeted teaching activities and effectively deepen teaching reform.

1. Connotation of psychological quality education

In the context of quality education, the important purpose of compulsory education is to comprehensively improve the comprehensive quality and potential ability of students, make students gradually have the ability to create through knowledge learning, so as to improve the complete personality of students. In fact, psychological quality education is specifically about the application of different educational means and the cultivation of students' sound psychological quality with the help of rich teaching content. The teaching activities carried out by teachers need to have a relatively complete structure and rich content, and the center of modern education is gradually developing to all-round and diversified teaching of the students.

According to the analysis of relevant research, there are different levels and types of psychological problems in junior high school students in China at this stage, and the current foreign cultural influence and increasingly fierce social competition also lead to the development of junior high school students' psychological problems to a certain extent. Since entering the new era, the Ministry of Education of China has proposed that psychological quality education is not a single propaganda of the independence and uniqueness by teachers. In order to achieve the goal of education reform in the new era, teachers need to organically integrate psychological quality education with other science and education in the actual talent training process, so as to establish students' cognition and help the diversified development of students.

2. The necessity of the integration of psychological quality education and middle school geography teaching

2.1 Establish the correct value cognition

According to the actual analysis, junior high school is an important transition period for students. Many students are developmental and rebellious at this stage, but also have certain variability and contradiction. In this context, the Ministry of Education and schools call on subject teachers to implement the necessary psychological quality education in teaching around morality and talent cultivation, and the teaching content carried out by teachers also needs to adapt to the law of the psychological development of students, which can guide students to establish a complete self-awareness, ensure the development of students in the right direction, and also effectively strengthen the multiple abilities and establish correct value cognition of students.

2.2 Conform to the development of Education Era

With the continuous deepening of education reform, documents on psychological quality education have also been issued, which means that mental health education has become a consensus in the field of education. In this context, the teachers in junior high school geography teachers' changing their teaching ideas and paying attention to the deep integration of psychological quality education and classroom

teaching are the embodiment of their compliance with the development of the education era. Their teaching activities can not only guide students to master more geographical knowledge, but also strengthen the psychological cognitive ability of students and help students achieve comprehensive development in this process, and thus students can have good humanistic quality, logical consciousness and thinking ability, so as to deepen the reform of geography teaching.

2.3 Enrich the connotation of Geography Teaching

In the traditional perspective of junior high school geography teaching, teachers directly explain the relevant knowledge in combination with the teaching content of the textbook, and then let students master and practice. In this process, the focus of teachers' teaching is to lead students to master knowledge and learn to apply knowledge, but they do not pay attention to the development of the cognitive ability of students, nor do they cultivate the good psychological quality of students. Therefore, teaching activities closely combined with the cultivation of psychological quality can further enrich the connotation of geography teaching and ensure that the practical ability and inquiry ability of students will not only be improved in knowledge learning, but also their personality will be gradually improved.

3. Problems in middle school geography teaching at present

In the context of the continuous deepening of the current education reform, strengthening the multiple cognition and cultivating the good psychological quality of students have become the focus of many teachers. Some geography teachers have also actively complied with the development of the education era and started to carry out corresponding teaching activities around psychological quality education. However, due to some factors, it is difficult to achieve the established teaching objectives. The author believes that there are the following points: first, teachers' teaching ideas are backward. Under the current educational background, many geography teachers actively conform to the development of the education era, and also begin to try to carry out teaching activities around the psychological quality education. However, many teachers do not deeply understand its connotation. The most intuitive manifestation is that the teaching activities carried out by teachers are not targeted, they only directly explain the content of psychological quality education, and the teaching effect is not good.

4. The application of psychological quality education in middle school geography teaching

4.1 Teachers explore the content of mental health education

In fact, geography in junior high school is a comprehensive subject that guides students to learn geoscience knowledge and understand the relationship between human activities and geographical environment. It is also one of the important courses in compulsory education. For example, when explaining the earth and map related content, the teacher guided the students to understand the concept of space in the setting of teaching objectives, which is also a difficult part of junior high school geography teaching. Many students are prone to lose confidence in learning when they are exposed to relevant knowledge, resulting in the negative emotions of students. At this time, the teacher can infiltrate the idea that everything is difficult at the beginning, overcome the need to forge ahead, and let the students know that the difficulties can be resolved only by real action. Then the teacher can extend these contents to the students in life, make them combine life and learning content, and urge the students to face the difficulties, face them bravely, and be the masters of life.

When leading students to learn the content related to natural geography, teachers can lead to the relevant knowledge of the alternation of day and night and the change of four seasons, so that students can understand that life is impermanent, and life is not perfect. In life, we need to strengthen our ideas and beliefs, face the difficulties of learning and life bravely, and finally meet the ray of dawn in the long night; In the teaching of plate motion related content, teachers can use multimedia technology to show students the research history of the theory of continental drift in the world, so that students can understand that the theory was resisted when it was put forward. With the continuous deepening of scientific research, many evidences show that the theory of continental drift is tenable, and this theory is finally understood and accepted by the world. Then teachers can tell students that success is not always easy. When encountering setbacks, we should have firm ideas and beliefs, and try to think about problems from different angles and levels, so as to cultivate the willpower and ability of students to explore bravely and persistently without fear of difficulties.

When guiding students to learn the contents related to geological disasters, teachers can lead to the real cases in the world to let students know that we will face various changes in life. In the face of these disasters, we need a calm, confidence, courage and strength. At the same time, in the face of natural disasters, we also need more care and cooperation to help us overcome difficulties together.

In the teaching of the different climate in the world, teachers can draw the following conclusions: the diverse climate not only gives mankind a rich and colorful living environment, but also cultivates the excellent quality and literacy of mankind. For example, the plants in the tropical rainforest are striving to grow upward and obtain living space. This case tells us that life is the same. In the increasingly fierce social competition, we need to be aggressive and brave in practice, so as to have a stable foothold in society. Teachers explain the greening cause in western China to students, inform students of the harmonious development between man and nature, and cultivate students' awareness of environmental protection and social responsibility; The plants and animals living in various harsh environments have well explained what is strong for us; It is a constant reminder that we should always be humble when we are in a high position. Only in this way can we achieve self-development.

4.2 Creating a good teaching environment around psychological quality education

According to the actual analysis, the cognitive ability of junior high school students is poor, and their thinking mode is still between image thinking and logical thinking. Therefore, in the process of implementing psychological quality education, teachers need to think about the teaching content and students' cognition, so as to design a psychological quality education program that conforms to students' cognition

and is conducive to students' active thinking. In addition, the source of action comes from the interest in a certain matter. For students, the interest of the teaching plan determines their initiative to participate. Nowadays, the main reason why some junior high school students feel tired in the face of learning content is that they lack interest in the class arranged by the teacher and are difficult to actively complete the learning tasks assigned by the teacher, which makes it difficult for students to master more knowledge and achieve self-development through classroom learning. From this perspective, geography teachers need to deeply analyze students' learning situation, select interesting knowledge and cases, and then create a good teaching environment around the needs of psychological quality education, so as to mobilize students' learning initiative, ensure that psychological quality education improves students' comprehensive ability, and initially achieve the teaching goal in efficient classroom.

For example, in China, the difference between the north and the south has always been a hot topic discussed by netizens. The more common ones are salty and sweet bean curd jelly, jujube dumplings and meat dumplings, which also contain some geographical knowledge, and students also have a strong sense of inquiry about the relevant content. Combined with these contents, the teacher can carry out the theme discussion activity of the differences between the north and the south of the motherland. Students need to design a set of research reports and discuss them in class by consulting data, integrating and so on. First of all, the author divided the students into groups according to their interests and cognition. Secondly, students consult materials around the theme. They integrate the differences between the north and the south from the aspects of culture, diet, architecture and so on, and analyze the internal factors of the differences, so that students can actively integrate and explore relevant materials. Finally, at the beginning of the class discussion, each group explains its own views and points out the internal factors that produce the differences between the north and the south. In this process, the author also infiltrated the psychological quality education to let students understand the importance of thinking from different angles, so as to cultivate students' thinking ability and exploration consciousness. In this way, the teaching activities carried out by teachers not only strengthen the students' learning consciousness, but also cultivate the students' cultural consciousness in a good teaching class, promote the students to have good psychological quality, and gradually strengthen the subject literacy of students.

4.3 Role play and establish correct cognition

Combined with the teaching content, teachers can fully mobilize the interest of student in participation by carrying out targeted teaching activities and designing interesting performances, guide students into teaching materials, into the psychological world of characters, reproduce a certain scene, shorten the psychological distance between people and between people and teaching materials in teaching, and let students accept education and have a good psychological feeling, So as to realize the comprehensive development of students. For example, when explaining the relevant content of the Yangtze River belt, teachers can combine the teaching content and guide the class students to play the roles of experts, scholars and so on according to the differences in common coastal terrain. Then teachers can put forward corresponding problems related to design, architecture and human geography, so that students can actively participate in learning. Through exchanges with students, many students proposed that hydropower industry could be vigorously developed in the upper reaches of the Yangtze River, and teachers could lead students to go deep into it and think about the specific reasons; Some students put forward that the common coastal areas are suitable for the development of tourism, and presented specific cases; Some students said that freshwater aquaculture could be developed in the middle and lower reaches; Some students said that inland navigation could be developed in the middle and lower reaches. With this way, students' interest in participation is very strong. Many students actively participate in learning with the support of interest. The innovation ability and thinking ability of students are significantly improved, and the teaching effect is excellent.

□4□ Teachers' multiple evaluation to cultivate students' learning confidence

Based on the background of psychological quality education, junior high school geography teachers need different learning evaluations for students with different learning abilities in classroom teaching, so that they can timely grasp the relevant learning content and establish their correct value cognition. At the same time, comprehensive and in-depth teaching evaluation is conducive to the establishment of students in learning self-confidence, and the relevant evaluation content can become the key reference for teachers to adjust the teaching direction, teaching content and even homework assignment, which can fully guarantee the deepening of geography teaching reform. For example, teachers can combine the cognitive ability of students to divide them into three groups: A, B and C, and then evaluate them in the teaching situation. For students in group A, the author mainly analyzes their understanding of new knowledge, and points out the shortcomings of students in problem solving, so as to help them better understand several different perspectives of thinking; In order to improve the students' thinking consciousness, the author encourages the students in group B to try different verification methods at the same time, so as to promote the development of their geographical thinking ability; For the students in group C, it mainly evaluates their logical consciousness, guides them to learn more in-depth knowledge, strengthens their overall quality, and promotes the healthy development of students' physical and mental health.

Conclusion:

In conclusion, junior high school geography teachers in teaching conform to the development of education era, and actively carry out teaching activities around psychological quality education, which can further promote teaching development and effectively deepen teaching reform. Therefore, under the new time educational background, junior high school geography teachers should change their teaching ideas, conform to the development of the education era, and implement psychological quality education in teaching, so as to realize the diversified development of students and improve the quality of teaching.

Research on the training mode of interior design talents in dual track Higher Vocational Colleges under the background of “Internet +”

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Abstract: in the 2015 government work report, Premier Li Keqiang proposed for the first time the “formulation of the ‘Internet +’ action plan”, which pointed out that promoting the deep integration of the Internet and various industries was of great significance to promoting mass entrepreneurship and innovation, and accelerating the formation of new drivers of economic development. In July of the same year, the State Council issued the guiding opinions on actively promoting the “Internet +” action. The adoption of the opinions means that the national “Internet +” strategy has taken shape and entered the deployment and implementation stage, which is of great significance to accelerate the formation of new momentum of China’s economy and the integration and innovation of traditional industries and Internet industries. In the new form, for the interior design major in higher vocational colleges, it is necessary for higher vocational colleges to cultivate more compound interior design talents with internet thinking, strong hands-on ability, the ability to use new technologies, new materials and new processes, and a certain sense of innovation and entrepreneurship. The original examination centered and knowledge system based talent training mode and curriculum system can no longer meet the needs of Higher Vocational interior design talents in the new situation. The reform of interior design talent training mode in higher vocational colleges has attracted more and more attention.

Key words: higher vocational education; Interior design; Internet+

1. Characteristic talent training mode of Higher Vocational Art Education

At present, in the process of vocational education, a variety of talent training modes have been born, and several talent training modes have been widely applied to the cultivation of students. Here are some mainstream talent training modes for discussion.

1. “network interactive” talent training mode

The “network interactive” talent training mode is based on the application of the Internet era, which mainly relies on modern information technology to carry out talent training. It mainly encourages students to use intelligent terminals and social tools such as WeChat and QQ to interact with teachers online. This method effectively makes up for the shortcomings of offline teaching, enhances students’ online learning ability, enhances the interaction between teachers and students, stimulates learning motivation and improves learning effect. However, this model is based on “network interaction”. Teachers will face the communication problems with hundreds of students in several

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