

# **Discussion on innovative teaching method of social humanistic theory from psychological education——Applying the western educational teaching mode to contemporary higher vocational education**

**Tang Zhangjie**

Kunming Preschool Teachers College, Department of Public Education, Kunming 651701 China

**Keywords:** Educational psychology; Social humanistic theory; Innovation; Higher vocational education; Discussion teaching; Experiential teaching

**Abstract:** Educational psychology should pay attention to the psychology of educators in the process of education and the psychology of educatees in the process of learning. The key to the intersection of pedagogy and psychology lies in the application of psychology-related theories to practical education and teaching work, so as to realize the psychological health of both educators in teaching activities. This paper analyzes the experiential and experiential teaching methods and techniques to solve the new goals and problems in the process of education and the combination of teaching and scientific research. Explore the innovative teaching methods of modern information and communication technology and multimedia development, master the development principles of materials for testing education quality, and use them to evaluate education quality.

## **1. Introduction**

In the process of practical application, the knowledge of educational psychology can not only obtain certain psychological activities of both sides of education and the law of teaching development, but also pay attention to the efficiency of students' learning, which is conducive to improving the effectiveness of teachers in curriculum design and teaching method improvement, so as to improve students' learning enthusiasm and initiative [1]. Educational psychology is the product of the combination of psychology and pedagogy. It is a discipline that studies the law of students' psychological activities in the process of school education and teaching. It can be used to design courses, improve teaching methods, promote learning motivation, help students face various difficulties and challenges, and reveal students' learning psychological activities and psychological development, thus improving the scientificity and effectiveness of teachers' teaching [2].

Today's social humanities education should be problem-oriented, and its basic principle is to focus on students' independent work and seek positive learning methods. It is necessary for students to have certain basic knowledge. For this reason, the use of innovative technology is a very urgent problem in today's teaching of social humanities theory. Educational scholars and experts confirmed this social existence problem through many seminars and round tables, and specially discussed it. Discussion teaching is pointed out as one of the key points of innovative technology.

## **2. Importance of educational psychology in contemporary higher vocational education**

### **2.1. Psychological knowledge is convenient for students to manage**

Teaching and student management are the two most important work contents of teachers, and they are inextricably linked. In order to improve the efficiency of teaching activities, it is necessary to ensure an orderly teaching environment [3]. Teachers integrate the relevant theories of educational psychology in the teaching process, carry out educational activities aiming at the changes and development of students' psychological dynamics and meeting students' needs, relieve students' resistance and aversion to learning, make students' management work standardized, systematic and organized, and create a pleasant and relaxed atmosphere for teachers' work.

## **2.2. Improve students' psychological counseling**

In school, most of the difficulties encountered by students come from the adaptation of the new environment and the pressure brought by entrance examinations, and they will also face cruel employment competition when they graduate, so a healthy psychological state is essential. In order to ensure the high efficiency of psychological counseling, one-to-many or one-to-one counseling methods can be used, and the related theoretical knowledge of mental health in educational psychology can be applied to correct students' concepts and understanding of study and life, learn psychological self-regulation and balance, and make psychological counseling play a more important role in student management.

## **2.3. Ensure the pertinence of psychological education**

With the development of the times, most students are only children, which is the treasure of their parents. However, everyone is equal in school, and some students with poor adaptability will inevitably feel unbalanced in their hearts, which will lead to the outbreak of various bad emotions, and even affect the healthy development of students' physical and mental health in severe cases. If teachers can master certain knowledge of educational psychology, they can find out the trend of students' psychological dynamics at the first time from the perspective of students' psychological motivation and needs, and guide them in the right direction, so as to ensure that students' bad emotions do not deteriorate and can be properly solved.

## **3. Understanding of innovative education**

Innovative education is different from creative education. Creative education has a history of nearly one hundred years. It is the product of the industrial economy era and an advanced educational thought in the industrial economy era. Creative education emphasizes the concrete operation level, such as advocating thinking, speaking and doing, making small inventions and small productions, or carrying out thinking training in subject teaching. Now we put forward innovative education in order to adapt to the development of the times and the needs of the coming knowledge economy.

If we want to define innovative education, we can sum it up in one sentence, that is, innovative education is an education whose basic value orientation is to cultivate people's innovative spirit and ability. Of course, innovative education is not a negation of creative education, and innovative education should also work hard at the operational level. However, if we only stay at the operational level, and our educational concepts, educational models, educational soil and educational atmosphere remain unchanged, we will not be able to meet the requirements of a large number of innovative talents in the era of knowledge economy [4]. Innovative education emphasizes that in order to cultivate innovative talents who can adapt to the future, there must be soil and good environment to adapt to the growth of such talents. Therefore, the ultimate goal of innovative education is not to cultivate some students' operational skills and thinking ability, but to make them form innovative consciousness, spirit and personality in their concepts, thinking and behavior, and gain innovative ability on this basis.

## **4. Discussion teaching method**

### **4.1. Characteristics of discussion teaching method**

With the new curriculum reform all over the country, more and more teachers begin to change their teaching concepts and reform their teaching methods, and strive to realize the new teaching mode of "taking students as the main body and teachers as the leading factor" advocated by the new curriculum standard. As a teaching method with high student participation and good teaching effect, discussion teaching method has been valued and welcomed by teachers. Exploring the psychological basis of discussion teaching method and studying its application skills can better guide practice and enhance people's trust in discussion teaching method.

Literature [5] puts forward an integrated view of instructional design, which encourages mutual learning between teachers and students around established goals. Its three elements are learning goals, teaching methods, information feedback and evaluation (as shown in Figure 1). No matter what kind of research, it is further emphasized that in the teaching process, students' initiative, enthusiasm and creativity should be brought into play, and interaction and mutual assistance between teachers and students should be encouraged to improve students' autonomous learning ability and innovative spirit, which is the implementation of the "student-oriented" active teaching method.

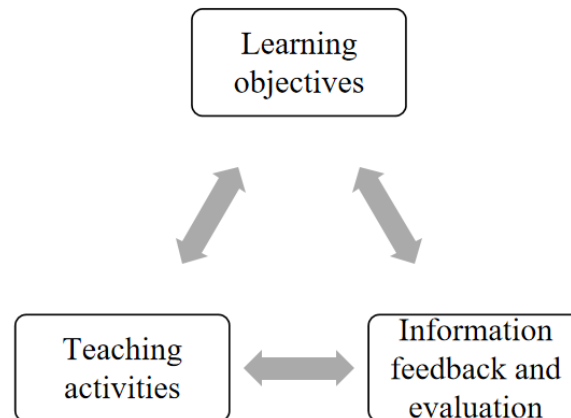


Figure 1 Integrated instructional design structure diagram

According to the key points, difficulties and doubtful points in teaching materials, and the situation of teachers and students setting up questions together, discussion and defense between teachers and students are adopted under the leading role of teachers, which is a teaching method of multi-directional teaching [6].

Different from lecture-based teaching method, discussion-based teaching method abandons the traditional indoctrination and cramming. Under the guidance of teachers, all students actively participate in classroom discussions, thus realizing the interaction between teaching and learning, contributing to the in-depth understanding and mastery of knowledge, arousing learning enthusiasm, activating classroom atmosphere and cultivating students' habit of cooperative learning.

#### 4.2. Psychological basis of discussion teaching method

The reason why discussion teaching method is valued and welcomed by educators all over the world is not only its own advantages, but also the support of many incisive theories in the field of psychology. Understanding the psychological basis of discussion teaching method is beneficial for teachers to use it more reasonably and effectively in teaching.

##### (1) Need hierarchy theory

Maslow, a humanistic psychologist, divides people's needs into five levels: physiological needs, security needs, love and belonging needs, respect needs and self-realization needs. Among them, the highest level of self-realization needs include self-improvement and satisfaction of curiosity, which are the most important needs to encourage students to love learning [7]. From the psychological point of view, vocational college students are mainly graduates who are about to face jobs, and most of them are adults who have reached the age of 18. They prefer and can accept self-oriented learning methods. They lack valuable life experience that plays a role in learning, and expect independence in learning and pursue immediate learning results.

The development of discussion teaching method has increased students' interaction, established friendship and met the needs of students' love. In the process of discussion, every student has the opportunity of self-expression, equal dialogue and recognition from others, which meets their needs for belonging and self-esteem, thus generating motivation and interest in learning and stimulating the curiosity of all students.

##### (2) Social learning theory

The social learning theory put forward by Bandura emphasizes that learning comes not only from direct experience and reinforcement, but also from observation and imitation of examples. A key mechanism of observational learning is substitutive reinforcement, that is, the external rewards received by others for certain behaviors motivate the observers to do the same behaviors and be reinforced. This is a dynamic mechanism that works through cognition and individual's active adjustment [8]. In the process of implementing the discussion teaching method, the heterogeneity of the members in each discussion group makes it possible for everyone to be an example for others in some aspects. This kind of mutual observation learning and alternative reinforcement has achieved the goal of making students learn from each other, which is more comprehensive, realistic and effective than the traditional teaching method.

#### (3) Cognitive development theory

Piaget, a famous Swiss psychologist, put forward the theory of cognitive development. According to this theory, social experience knowledge-language, value, rules, morality and symbol system-can only be acquired through interaction with others. When individuals cooperate in the environment, there is a conflict in social cognition, which leads to imbalance, which in turn stimulates the development of individual cognition. In the process of discussion, students have cognitive conflicts through the collision of thinking, which is conducive to the efficient solution of problems and the improvement of students' own thinking ability.

### **4.3. Several skills of implementing discussion teaching**

The promotion of discussion class depends on language communication and thought collision between teachers and students, students and students, so there is great uncertainty. Students' knowledge background, hobbies, personality characteristics, and even the mental state of the day may have unexpected influence on the discussion. In order to successfully control a discussion class, teachers must observe students' reactions keenly, pay close attention to the progress of the class, and use various skills flexibly according to different situations. Based on the author's experience in participating in and organizing discussion classes, this paper introduces some useful experiences and skills from three aspects: mastering the progress of discussion, attracting students to participate and creating discussion atmosphere.

#### (1) Create a good atmosphere

Discussion teaching is an interactive learning process between teachers and students, and teachers' participation is also very important. In addition to the guidance in content, teachers' personal cultivation, mental state, teacher-student relationship, etc. also have a noticeable influence on the discussion class. Learning from western education and teaching concepts, the analysis of students' teaching needs is a very detailed direction. European countries, such as Germany, France, Finland and Sweden, which have developed education, have set up special parts to analyze the teaching needs of students in different periods and regions according to their regional personalities. This is not only determined by the characteristics of discussion teaching, but also the embodiment of a form of discussion teaching.

Teachers should remember students' names and make students familiar with each other, so as to have a harmonious discussion atmosphere; Classroom seats can be arranged in a circle or semicircle to facilitate eye contact between students and teachers, students and students, and form a discussion atmosphere; Teachers can use the time before and after class to communicate informally with students and increase their understanding of students; In addition, teachers' enthusiasm can infect students and make them participate in discussions more actively.

#### (2) Attract more students to participate

For college students who are about to enter the society, besides learning knowledge, mastering the skills of discussion is also one of the important purposes of discussion teaching. Therefore, teachers have the responsibility to arouse the enthusiasm of every student as much as possible, so that everyone can participate in the discussion and benefit from it.

For students who don't like to speak, they should first understand the reasons: they are introverted and unwilling to speak in public, they have no confidence in their own views, they are

afraid that speaking will lead to ridicule, or they are more cautious than other students, and they are used to thinking carefully and listening to others' speeches. For example, for introverted students, encourage them to write down their thoughts and ideas before answering, which will greatly reduce the tension when speaking; Students who are not confident enough should be especially encouraged, such as nodding, positive comments and so on. Reducing the size of the discussion group will also help to relieve their pressure, so we can have more group discussions at the initial stage, so that students can get exercise.

(3) Grasp the progress of discussion flexibly

In order to achieve the intended teaching purpose, teachers have certain arrangements for the progress of the discussion class, but the form of the discussion class determines that students are the main body of the class, and it is the most exciting result to produce new ideas and methods from students, so teachers cannot and should not control the class completely according to the pre-arranged arrangement.

When new problems worthy of in-depth discussion are put forward in the discussion, don't suppress the discussion because of the established curriculum arrangement, and don't let the students feel that there is no time for them to continue to discuss the problems that interest them because the teacher has a long list of questioning plans. Otherwise, it will not only hurt their enthusiasm to participate in this discussion, but also hurt their enthusiasm to explore actively.

## **5. Experiential teaching**

### **5.1. Psychological analysis of experiential teaching**

Experiential teaching is a practical educational activity in a specific environment, which refers to the educators' perception and understanding of the environment, resulting in emotional reactions related to the environment, and thus rich associations and understandings. It is necessary to gradually form an understanding ideologically, emotionally and psychologically. Therefore, educational activities to achieve educational goals can be formed only through perception and understanding.

Nowadays, many parents feel that their children have less experience in life. They don't feel that life is hard-won, they don't know how to be happy when they are born, and they can't feel the hardships of their parents. American parents always pay great attention to experiential education for their children. For example, it is a good way to educate their children by establishing a system of taking their children to work one day a year, and letting their children experience the busy situation when their parents go to work.

### **5.2. Practical exploration of experiential education**

(1) Students talk freely about their ideals

Especially for freshmen who have just studied, don't adopt the method of one-way indoctrination, simply ask them to do what they can't do. This is a kind of forced human track, and education can't have a good effect. If freshmen are consciously organized to hold theme class meetings, they can talk freely about their ideals and study plans.

(2) Case teaching

Grasp the typical examples of positive and negative aspects of college students, and let students experience the joy of success and the pain of failure. The author has done such practice in the work of student education management. For example, let the students who violate the discipline evaluate the disciplinary behavior in their class, on the one hand, let the parties experience the psychological state of regret after making mistakes; On the other hand, it is also a kind of "suggestion" to other students in the class, which forms a kind of group pressure and draws lessons from it, so as to achieve the purpose of "dealing with one education group".

(3) Vigorously carry out colorful cultural and sports activities

We should vigorously carry out colorful cultural and sports activities, firmly grasp some major anniversaries and major sports events in schools, and actively mobilize students to participate.

Emphasizing the value of people's subjective initiative in the process of people's growth reflects the dialectical relationship between people's growth and experience. To strengthen the ideological and moral education of college students, we must actively advocate that families, society and schools should pay attention to carrying out good education and guidance in practice.

## 6. Conclusions

Based on the above analysis, in higher vocational education at home and abroad, discussion teaching and experiential teaching, as innovations of social and humanistic theory, are worthy of in-depth study by our young teachers. Discussion teaching requires the introduction of educational system, and experiential teaching will continue to explore new bright spots in twists and turns for the purpose of meeting new educational goals. The research objects of these two new methods span students and teachers. It can be seen that the development of innovative education should be comprehensive, based on scientific methods and educational psychology, which is beneficial to discipline classification and promote discipline construction of higher vocational education.

## References

- [1] Liang Yaobing. (2019). Applied Research of Experiential Teaching in Primary School Mathematics Teaching. *Electronic Journal of New Education Times (Student Edition)*, 000(039), P.1-1.
- [2] Yong Zn Yuan. (2020). Application of experiential teaching in marketing teaching. *Modern Marketing (Business Edition)*, No.327(03), 220-221.
- [3] Jiao Yihan. (2020). Analysis of the application of experiential teaching method in piano teaching in higher vocational colleges. *Ginseng flower: the second half of the month*, 000(003), P.132-132.
- [4] Zhou Bin. (2020). Research on experiential teaching methods in higher vocational physical education. *Hubei Agricultural Mechanization*, No.243(06), 143-144.
- [5] Huang Aijun. (2019). Analysis of the experiential teaching mode of ideological and political courses in higher vocational colleges. *China Rural Education*, 000(008), P.20-21.
- [6] Li Xiaomin. (2019). Exploring the experiential teaching mode of employment guidance course in higher vocational colleges. *Modern Vocational Education*, 000(015), 16-17.
- [7] Torres, A. R, Smaira, S. I, Vellozo, A. P, Érica Vasques Trench, & Lima, M. (2019). Teaching psychiatric anamnesis to medical students through role reversal: experience report. *Revista Brasileira de Educação Médica*, 43(2), 200-207.
- [8] Weng Canshuo, Wen Zhihao,&Liu Xiaoying. (2020). Research and practice of reconstructing the management mode of practical training teaching in higher vocational colleges with the concept of "home+self". *Modern Education Forum*, 2(12), 4-6..