

Exploration and Practice of the Training Model of Psychological Education Ability for Primary and Secondary School Teachers

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Abstract: *The 21st century is the era of knowledge economy, based on the improvement of the comprehensive quality of the nation and the development of the overall quality of people, and the competition of comprehensive national power is gradually transformed into the competition of science and technology and talents. Psychological education is the key to cultivating good psychological quality of primary and secondary school students. The lack of psychological education talents in primary and secondary schools in China and the weak ability of teachers in psychological education have become the "bottleneck" that restricts the implementation of psychological education in primary and secondary schools and improves the psychological quality of students. The study focuses on the current situation that primary and secondary school teachers in China are weak in psychological education awareness and lack of psychological education ability, and integrates the literature research method, interview and research method and action research method to conduct structural and dynamic analysis of primary and secondary school teachers' psychological education ability cultivation model, construct a teacher psychological education ability cultivation model, master the basic techniques and methods of psychological education in subject teaching and various educational activities, and lay the foundation for the comprehensive implementation of quality education.*

Keywords: *Primary and secondary school teachers; Psychological education; Ability training; Exploration and practice*

1. Introduction

Primary and secondary education is the foundation project to improve the quality of the whole nation. Cultivating good psychological quality of primary and secondary school students plays an important role in the development of human life and the improvement of the psychological quality of the whole nation. The development of good psychological quality in primary and secondary school students is mainly accomplished through psychological education. After the Ministry of Education issued the document "Several Opinions on Strengthening Mental Health Education in Primary and Secondary Schools", both the educational administrative departments and educational research departments, as well as the majority of primary and secondary schools, have generally raised their awareness of psychological education, and the enthusiasm for carrying out psychological education in primary and secondary schools has never been higher, and the scope of psychological education activities has radiated to all facets of primary and secondary schools, and a strong school psychological education system has begun to emerge. As for psychological education in primary and secondary schools, a team of teachers with strong psychological education skills needs to be established as a guarantee.

2. Research Significance

On the whole, the teachers engaged in psychological education in primary and secondary schools in China have formed a team and taken shape, but specifically in each school, the teachers engaged in psychological education are quite scarce, and the number of full-time and part-time teachers is usually 1-2, and the number of students to be served is hundreds or even thousands, which is far from meeting the needs of psychological services for students. Both full-time and part-time teachers engaged in psychological education in primary and secondary schools need to improve their psychological

education skills. The lack of psychological education personnel in primary and secondary schools in China and the weak psychological education ability of teachers have become the "bottleneck" that restricts the implementation of psychological education in primary and secondary schools and improves the psychological quality of students.

Psychological education in primary and secondary schools is the behavior of all teachers. Only when all primary and secondary school teachers, especially subject teachers, can take up the responsibility of implementing psychological education and cultivating good psychological quality in students, can we fundamentally change the long-standing situation of full-time and part-time teachers in primary and secondary schools, so that psychological education in primary and secondary schools can be put into practice and quality education can be truly implemented in the main position of subject teaching. However, the current teacher training system still focuses only on teachers' ideological and moral education and teaching of knowledge and skills, neglecting psychological quality improvement, as well as disciplinary psycho-educational awareness and disciplinary psycho-educational ability cultivation, so that many disciplinary teachers in primary and secondary education positions, facing a large number of psychological problems of primary and secondary school students, show poor psycho-educational awareness and low psycho-educational ability. Poor psychological education ability of primary and secondary school teachers, so students' good psychological quality cannot be cultivated, or even damaged; students' poor psychological development, the enthusiasm, initiative and creativity of learning cannot be fully developed, affecting the overall improvement of teaching quality [1-2]. Therefore, enhancing primary and secondary school teachers' awareness of psychological education, developing their psychological education ability, adapting to the rapidly developing needs of primary and secondary school psychological education, and meeting the challenges of the knowledge economy era are urgent issues in the field of teacher education at present.

3. Research Status

Psychological educational ability is a comprehensive ability of teachers to educate students about psychological quality, which is gradually formed by teachers under the dual role of their own education and independent learning, and used to regulate themselves and control students' psychological conditions in the practice of education and teaching work and social life, so that students' psychology is expressed in the form of benign development.

Since the 1980s, quality education has become a hot topic of research, and the main purpose of quality education is to promote the overall improvement of students' physical, psychological and socio-cultural qualities. As an important part of quality education, the level of psychological education will directly affect the quality of quality education. The implementation of psychological education requires a team of teachers with psycho-educational skills. Starting with in-service teacher training and working on psychological education training for primary and secondary school teachers is an important step to ensure the full launch of psychological education and the implementation of quality education in primary and secondary schools [3-4].

Scholars in China have made useful explorations in the theory and practice of training psychological education teachers in recent years, and have gained some experience, but the training system and model need to be further improved.

4. Research Methodology

This study used the literature research method, interview and research method, and action research method to conduct a structural and dynamic analysis of the psycho-educational competency development model for primary and secondary school teachers. The details are as follows.

(1) Investigate background research regarding psycho-educational awareness and psycho-educational practice skills of primary and secondary school teachers.

(2) To grasp the real-life problems in psycho-educational competency training of primary and secondary school teachers and the factors affecting them, and to construct a model for cultivating educational practice.

(3) Build a "modular" curriculum system. The post-vocational training for primary and secondary school teachers consists of general courses, specialized courses, elective courses and practical teaching. In the elective modules, there are different growth platforms and course modules for full-time and

part-time psychology teachers and subject teachers. The mental health education module, counseling and guidance module, and measurement and research methods module focus on developing their teaching, counseling and research skills.

(4) Strengthen practical teaching sessions to improve the psycho-educational skills of primary and secondary school teachers. As far as possible, primary and secondary school teachers are allowed to observe several demonstration lessons of psychological education and to try psychological education; as far as possible, primary and secondary school teachers are allowed to carry out activities of learning psychological counseling, psychological consultation and psychotherapy, so that they can experience the importance of psycho-educational skills, initially master the diagnosis of some common psychological problems of learning and the corresponding methods of psychological education and correction, and enhance the ability to apply the knowledge acquired in psycho-educational aspects to solve practical problems [5].

(5) Develop assessment and evaluation mechanisms. First, the academic assessment is "refined". In the process of assessment, based on the individual's educational needs, we follow the educational principle of teaching according to individual needs and tailor the "modular" curriculum and "panoramic" teaching model to suit different individuals. In theoretical courses, practical courses and professional skills, all of them are finely assessed and personalized training programs are developed. Second, the academic assessment is "standardized". Based on the Professional Standards for Primary and Secondary School Teachers, the curriculum is broken down, the standards are translated into the knowledge points of the curriculum, and the assessment of professional knowledge points is standardized and quantifiable.

(6) The model is practiced in educational practice, and the obstacles and problems in the implementation of the model are identified from the apparent problems. Through the iterative process of "experimental design, teaching practice, and results testing", the training model is revised and improved.

5. Overall Framework

The overall framework of the study is shown in Figure 1.

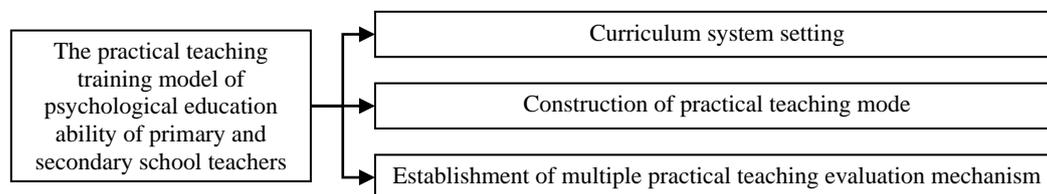


Figure 1. The overall framework of the research

6. Main Research Content

6.1. Curriculum Development Oriented to Vocational Needs

In order to cultivate the psychological education ability of primary and secondary school teachers, it is necessary to highlight the practical courses of mental health, and the curriculum should be oriented to the practical application of education, with the professional needs of primary and secondary school teachers as the goal, highlighting the training mode of "theory + practice" and growing practical work experience.

(1) Reform traditional teacher education psychology classes to help primary and secondary school teachers develop an awareness of psychological education and master the basics of psychological education. Reform of the teaching of "Psychology" class, from the aspects of cultivating good psychological quality of teacher-training students themselves, mastering the psychological laws in education and teaching, and improving the psychological education ability of teacher-training students. In particular, it is necessary to adjust the content of the psychology lesson from the psychological education ability that teacher-training college students should have when engage in the teaching work.

For example, for the psychological education carried out by teachers for primary and secondary school students, including learning psychological education, emotional education, adolescent education, interpersonal relationship guidance, the cultivation of key whole personality, the cultivation of resistance to frustration, the cultivation of students' self-awareness and psychological counseling and treatment, etc. In the teaching, teachers are enabled to master the basic theories and skills of general psychology, educational psychology and developmental psychology, especially adolescent developmental psychology, social psychology, psychological measurement and statistics, psychological education principles, mental health education, mental health, psychological counseling and therapy and other disciplines, reflecting the characteristics of psychology teaching teacher training, topicality, practicality, practicability and operability.

(2) Increase the number of elective courses in psychological education and improve the theory of psychological education. The content of the elective course can either be an extension and deepening of the content of the Psychology class, or new content can be added according to the need to develop psycho-educational skills. Specifically, it can be divided into two categories, one is the basic theory of psychological education, including the principles of primary and secondary school students' mental health education and youth development psychology, etc.; the other is the skills and techniques with application and operation, including psychological and educational measurement, counseling techniques, youth psychological skills training and psychological education curriculum design, etc., through the form of elective courses to popularize this knowledge for teacher trainees.

(3) Carry out various forms of psychological education activities, feel the atmosphere of psychological education, penetrate the knowledge of psychological education in all aspects, improve the perceptual understanding of psychological education, and enhance the practical ability of psychological education of primary and secondary school teachers. Actively carry out various forms of psychological education activities, for example, opening a series of lectures on psychological education topics, promoting psychological health knowledge and carrying out psychological health education activities in all aspects through on-site consultation, staging psychological dramas, showing psychological movies, holding photo exhibitions, publishing psychological health education publications and establishing psychological education websites, as well as introducing psychological health knowledge and psychological quizzes through websites and conducting online psychological consultation. In addition, psychological education activities are integrated into all kinds of post-service training. Through various activities of psychological education, teachers can directly participate in them and enhance their psychological education practice while experiencing the atmosphere of psychological education.

6.2. Practical Teaching Model Construction

In order to increase the practical experience of basic education teaching for university teachers, in recent years, our university has established a number of research projects with practice teaching base schools to actively promote the practical teaching model of cooperation between university and primary and secondary school teachers, establish a more complete and comprehensive communication path, enhance the effectiveness and relevance of guidance, and more obviously improve the quality and level of training.

6.3. Development of Appraisal and Evaluation Mechanism

The training of primary and secondary school teachers' psycho-educational practice requires a gradual process of repeatedly exploring, revising and accumulating experience in teaching activities. The evaluation process should be the cycle mode of "output-feedback", timely and effective communication with each training department, effective communication between teachers and students, and follow-up feedback on the practical training situation to form a cycle feedback evaluation process.

7. Key Issues Addressed

7.1. The Lack of Psycho-educational Ability of Primary and Secondary School Teachers and the Unpromising State of Students' Mental Health

Psychological quality is the core component of overall human quality. However, because the importance of psychological education has been neglected for a long time, many primary and

secondary school teachers do not know how to use psychological knowledge and regularity to improve teaching effectiveness and nurturing effect, thus resulting in the prevalence of psychological problems among primary and secondary school students. Students' boredom, truancy and running away from home occur from time to time, and vicious incidents such as juvenile delinquency and suicide also occur from time to time. They have many psychological problems in learning, living and the whole process of growing up, and fail to receive timely and effective guidance and solutions. The facts tell us that only attaching importance to knowledge and skills transfer and neglecting psychological education; only attaching importance to intellectual cultivation and neglecting psychological development can only result in aberrant development of students' quality. The effect of implementing mental health education in primary and secondary schools is unsatisfactory due to the lack of teachers' qualifications and the lack of teachers' psycho-educational ability.

7.2. Traditional Professional Skills of Teachers are Difficult to Adapt to the Needs of Basic Education Curriculum Reform

At the turn of the century, China launched a new round of curriculum reform in basic education. This curriculum reform drew on many psychological theories. The determination of curriculum objectives, the adjustment of curriculum structure, the selection of curriculum content and the implementation and evaluation of the curriculum are all based on certain psychological theories and their research results. In particular, the new curriculum standards have clear requirements for psychological level objectives such as emotions, attitudes and values. If teachers' educational ability remains in the traditional sense of knowledge transferring skills and neglects psychological education for students, it will be difficult to deal with the relationship between cognition, ability, attitude, emotion and value, and to allow students to develop physically and psychological harmoniously in the process of receiving subject knowledge. Cultivating students' good psychological quality is not only the responsibility of professional psychology teachers and psychological information counselors, but only when all teachers are equipped with strong psychological education ability can we really strengthen the cultivation of students' psychological quality and fully implement quality education in accordance with the requirements of basic education curriculum reform.

7.3. Traditional Training Methods are Difficult to Adapt to the Requirements of Teacher Professionalism

For a long time, the post-vocational training of teachers has the disadvantages of emphasizing subject specialization over teacher specialization and theoretical knowledge transfer over practical ability training, and the psycho-educational ability of primary and secondary school teachers is relatively lacking. With the increasing trend of teacher specialization, there is a demand for teachers to change from "teaching" to expert and research-oriented teachers. At the pre-service teacher education stage, the main task of teacher trainees is to systematically learn the basic theories and methods of psycho-educational science, while lacking effective application in education and teaching. In the post-service training of teachers, the main focus should be on cultivating developmental psycho-educational ability, and through theoretical and practical teaching sessions, they should be equipped with the basic structure of psycho-educational ability and strong psycho-educational awareness, master the basic techniques and methods of psychological education in subject teaching and various educational activities, master the diagnosis and counseling methods of common psychological problems of primary and secondary school students, and initially develop the ability to adapt to the needs of psychological education in elementary and secondary schools and an interest in studying student psychology.

8. Conclusions

In the era of knowledge economy, the competition of national power is essentially the cultivation of knowledge and innovation ability, based on the comprehensive quality of the nation and the overall quality development of people. The overall quality of human includes physical quality, psychological quality and socio-cultural quality. Among them, psychological quality plays the role of core, intermediary and bridge in the quality structure of human being. Psychological quality affects the perfection of human quality structure, restricts the improvement of the overall function of human quality, which in turn affects the development of the quality of the whole nation. The research results of this paper address the key issues of psychological education capacity development for primary and

secondary school teachers, and have important theoretical and practical significance for the comprehensive development of quality education and the solution of psychological problems of primary and secondary school students.

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