

Exploration of the Curriculum Reform Path in the Period of High-Quality Development of University Educational Psychology

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Abstract: The theoretical and applied characteristics of educational psychology courses in colleges and universities are prominent, and actively promoting curriculum reform is more conducive to promoting the implementation of talent training goals, which is in line with the practical needs of social development for high-quality talents. However, curriculum reform is a systematic project, which involves the innovation of curriculum content systems, teaching methods, teaching evaluations, and so on. This paper mainly expounds on the curriculum reform path in the period of high-quality development of educational psychology in colleges and universities, hoping to play a reference role in improving the level of education management.

Keywords: Educational psychology; High-quality development; Courses; Reform path

Online publication: July 30, 2024

1. Introduction

Educational psychology is one of the important courses in college education, which is conducive to the all-round development of college students. However, there are many factors that affect the improvement of the teaching quality of educational psychology, including the lag of educational content and the solidification of teaching methods, so it is difficult to achieve the ideal educational effect. In the period of high-quality development of educational psychology in colleges and universities, it is necessary to draw on excellent experience and continuously optimize the content and evaluation system of educational psychology courses in line with the principle of introducing and going out, so as to return education to the essence of educating people, promote the healthy physical and mental development of college students, and enable them to complete their studies and employment, which is worthy of in-depth research.

2. Improving the teaching content system and optimizing the curriculum structure

Firstly, we need to highlight the value of educational content. The reconstruction of educational psychology curriculum content cannot be subjective but should integrate teaching psychology, student psychology, teacher psychology, and other aspects. In terms of the content composition of teacher psychology, it is necessary to integrate the knowledge points of teacher professional development and mental health based on the role of teachers. In terms of content composition of students' psychology, it is necessary to understand the characteristics of students' psychological cognitive development, integrate the theoretical knowledge of Piaget, Vygotsky, Erikson, Freud, etc., and have differentiated and hierarchical teaching knowledge and skills ^[1]. In the content composition of learning psychology, there are theories of learning motivation, theory, and strategy. In the content composition of teaching psychology, it is necessary to have some theoretical knowledge points such as classroom management and learning evaluation. Only when the teaching content of educational psychology courses is arranged according to the overall perspective and concept can students build a complete knowledge structure system and effectively highlight the knowledge, skills, and accomplishments of the discipline ^[2].

Secondly, we should optimize the teaching material system and highlight the practicability of teaching content. The reconstruction of the teaching material system of educational psychology in colleges and universities should always focus on the improvement of students' professional practical skills and the passing rate of teacher qualification certificates as the benchmark, and reasonably reconstruct the teaching course content based on learning situation and the examination outline of teacher qualification certificate ^[3]. The introduction to basic psychology needs to be simplified, including the research methods and development process of psychology, focusing on the core concepts of psychology and the mechanism of action. Subsequently, we need to add developmental psychology, teachers' and students' mental health, and other aspects to the content. The content of this course should focus on the practical needs of basic education teaching, focusing on the physical and mental development characteristics of adolescents and the cultivation of positive emotions, and focusing on the cases of adolescent psychological problems, explaining the identification, diagnosis, counseling, and shaping methods of psychological problems. It is necessary to add professional courses on psychological counseling methods for children with positive psychological development, as well as on identifying and treating sensory integration disorders and other issues in children. We should also enrich the explorative topics related to the mental health problems of young students so that they can think and deepen their understanding and memory, thus learning more valuable curriculum content.

Lastly, the advantages of each textbook version should be absorbed in the course preparation to optimize the course structure. Each version of an educational psychology textbook has different advantages, such as practicality, academic and comprehensive, rich cases, and clear and easy-to-understand practice. It integrates cutting-edge research results such as new theories and methods in the field of educational psychology, and systematically expounds on the background, technology, and prospects of educational psychology. It also comprehensively describes the career planning of adolescent students, the identification and counseling of Internet addiction, frustration, suicide, and other problems, and the psychological adjustment of teachers. When preparing lessons, teachers suggested absorbing the advantages of each version of textbooks, expanding students' scope of knowledge and horizon, and helping students establish a more complete knowledge system ^[4].

3. Attaching importance to practical teaching to realize the knowledge learned by analogy

3.1. Introductory practice

Introductory practice is suitable for the teaching of educational psychology courses for freshmen. Freshmen,

who have a partial understanding of the course content for the first time, can organize various introductory practical activities to help them deepen their professional cognition and increase their interest in learning the course content so that they can always maintain high enthusiasm in the follow-up course content learning. Educational resources inside and outside the school can be integrated, and psychological experts can be invited to offer activities such as painting psychological analysis in the school so that students can understand the practical application and development prospects of educational psychology in the professional field. Special lecture activities such as “Into Educational Psychology” are set up to let students understand the origin, development, and application value of educational psychology and help them establish preliminary cognition ^[5].

3.2. Operational practice

There are many forms of operational practical teaching activities, including educational psychology experiments and psychological consultations. We should add more hours of skill training in the main courses of educational psychology. For example, in the course of “psychological counseling,” students’ consulting skills are trained through case analysis and simulated psychological counseling. Students adopt group cooperative learning and actively participate in extracurricular psychological counseling skills training activities; educational psychology experts and specialists from other fields serve as part-time instructors, while the full-time teachers at the school provide joint feedback. In psychological counseling activities, students play the roles of consultants and visitors respectively, and independently arrange the scene and speech of on-site counseling, and other students observe and comment. Teachers organize teaching competitions, in-school practices, and trial lectures to exercise students’ classroom teaching skills and understand their application of educational psychology knowledge.

3.3. Service-oriented practice

Service-oriented practice follows the teaching concept of learning by doing, enabling students to actively learn through participation in educational psychology service activities. Lower-grade students are encouraged to serve as class psychology committee members, carry out psychological surveys of young students, educational psychology knowledge publicity and psychological tests, and participate in some professional internship activities. Senior students can independently plan a variety of psychological activities such as school education practice, and serve all kinds of young students with psychological counseling needs. The forms of social practice are enriched, including practical activities such as the Adolescent Students’ Mental Health Association, and assist the adolescent students’ mental health management agencies to complete the assessment and documentation of adolescent psychology. Teachers and students were interviewed by local daily newspapers and radio stations to popularize educational mental health knowledge. Other than that, the cooperation between schools is strengthened and the training of educational psychological counseling theory and skills is carried out for local primary and secondary school teachers. Volunteer service teams have been established to carry out educational mental health volunteer service activities in schools and communities, and provide mental health management services for students in special schools ^[6].

3.4. Research-based practice

We need to make full use of platforms such as mass innovation training programs and scientific research to develop students’ ability to find and solve problems, encourage college students to study the psychological problems of adolescent students deeply, and set up various innovative projects, including studying the psychological problems of students in special schools such as interpersonal communication barriers. In line with the teaching concept that teaching someone how to fish is better than giving them a fish, teachers teach students the research methods of innovative projects, including investigation, experiment, and other methods, and guide

them to study in accordance with the principle of seeking truth from facts. Teachers guide students to improve research reports and use them as valuable educational materials. For example, college students are encouraged to compose, direct, and perform microfilms about mental health education content, accumulate experience in practical teaching, deepen their understanding of the basic theory of self-education psychology, and improve their psychological quality.

4. Optimizing the teaching method and improving the teaching quality

First of all, the class schedule is moderate. The arrangement of teaching hours and contents of educational psychology should align with the training goals for applied talents and possess characteristics that are both scientific and appropriate. According to the learning situation and students' personalized development needs, the teachers should arrange the class hours reasonably according to the humanistic concept, combined with the course content and the demand of obtaining the teacher qualification certificate. For instance, increasing the hours of research-based learning, developing students' comprehensive ability of theory and practice and independent thinking, etc., to ensure the effectiveness of disciplinary inquiry. In the process of arranging research learning hours, students are guided to form research groups independently, set research topics and task plans around the curriculum area, and develop independent learning abilities to ensure their in-depth learning. For example, increasing the theoretical learning period allows students to deeply understand the research methods and processes of educational psychology, thereby enhancing their knowledge and memory through follow-up practices and improving their level of professional knowledge and skills. Additionally, increasing practical teaching hours enables students to apply their knowledge to solve real-world problems, thus exercising and enhancing their practical skills. On top of that, the press conference of simulated research project results is conducive to improving students' learning enthusiasm and participation, developing students' teamwork spirit, communication skills, and innovative thinking, and laying a foundation for their subsequent academic research and career development. Through the simulation of real scenarios, students can better understand the process and norms of the release of research project results, and help strengthen professional literacy and practical skills. For example, it simulates the practical activities of the international debate competition, guides students to debate around the issues of educational psychology, helps students to deeply understand the relevant theories, and develops their critical thinking skills. The debate competition can train students' ability to impromptu speech, argument, and logical thinking, highlight the interest and sociality of practical teaching, help students explore social psychological phenomena, understand human behavior, and form spiritual qualities such as scientific inquiry ^[7].

Secondly, the teaching form is novel. Teachers should pay attention to the integration of modern educational technology and educational psychology curriculum teaching, use new teaching methods such as massive open online courses (MOOCs), micro-lessons, and flipped classrooms, and flexibly use auxiliary teaching equipment such as multimedia and electronic whiteboard to further promote curriculum education reform. They should seize the development opportunities of the times, use online platforms, webcasts, smart classes, and other forms to carry out more open course teaching, transform the relationship between teaching and learning, and meet students' individual learning needs. Teachers can obtain more high-quality courses from MOOCs and other platforms, which is conducive to students' preview before class and review and consolidation after class, and effectively help students build the scaffolding of independent learning. Teachers and students communicate online, build a learning community, and solve students' learning doubts in time. For example, in the teaching of human psychological phenomena, the teacher makes micro-lesson videos focusing on the key and difficult points of teaching for students to preview independently before class, complete tracking training exercises,

and discuss the preview situation online. Teachers sort out students' personalities and common problems in the preview, as an important content of class explanation. When explaining individual psychological systems, individual psychology, and group psychology in class, courseware and other forms are adopted to let students intuitively and vividly understand the abstract teaching content. After class, students repeatedly watch teaching videos and courseware, independently collect online high-quality courseware materials, discuss online to solve the problem of learning thinking barriers, and improve the efficiency of review and consolidation. Furthermore, teachers should establish open thinking, change the former teaching methods of educational psychology in colleges and universities, and comprehensively use group cooperative learning, problem exploration, and other teaching methods according to the teaching content, so as to highlight the principal position of students and pay attention to the all-round development of students, so that they can learn more educational psychology content that is more complete and practical in an open atmosphere. Teachers give full play to the advantages of the synergistic effect of different teaching methods and adopt project-based teaching and task-driven teaching methods, so as to improve the quality and efficiency of classroom teaching. In particular, the unique learning and thinking mode of "self-questioning and self-answering" is conducive to students improving their psychological quality through self-reflection and summary. This way of self-questioning and self-answering is more conducive to cultivating students' independent learning ability and critical thinking. For example, in the course teaching of self-emotional experience and regulation, teachers explain theoretical knowledge and let students understand that self-emotional experience is an important premise for individuals to recognize their emotional state, and it is also the basis for individual self-emotional regulation. It is also an indispensable quality and ability for qualified teachers. In order to highlight the burden of educational psychology courses in cultivating students' emotional labor, teachers can adopt the teaching methods of situational recall and creation in the course of self-emotional experience and regulation. Teachers guide students to recall the most memorable life events, such as moments that moved or impacted them, and describe their emotional feelings at those times so that they have a correct cognition of their emotions. Teachers reasonably create teaching situations, guide students to discuss emotional regulation and other aspects, make them understand and regulate their emotions, and strengthen their understanding of subject knowledge^[8]. For example, in the course of the understanding and regulation of others' emotions, through theoretical explanation, students realize that the understanding and regulation of others' emotions is another important aspect of the cultivation of students' emotional labor. In class, teachers use story playback, role play, situation simulation, and other teaching methods to activate the classroom atmosphere and strengthen the teaching effect. In the teaching process of story playback, teachers select typical emotional stories and play videos, stimulate students with multiple senses, focus students' attention, make them deeply feel the emotions of the characters in the story, and share and discuss within the group. In the teaching process of role-playing, teachers guide students to learn to understand the emotions of others from their perspective by playing various roles. Teachers create teaching situations that match the plot of the story, so that students can get involved in the characters and have a deeper emotional experience of others. In order to enable students to master the necessary regulation skills in educational psychology courses, teachers should guide students to practice the relevant content of others' emotion regulation skills in groups and apply them to real life, so as to effectively develop students' emotional labor^[9].

5. Improving the teaching platform system and promoting the continuous improvement of the curriculum

The assessment and evaluation methods of educational psychology courses are constantly improved, and more scientific and diversified evaluation methods are used to continuously solve teaching problems and lead the professional development of subject teaching. The first is to adopt a combination of outcome evaluation

and process evaluation, pay attention to the assessment of final exam scores, pay more attention to the progress of students in the learning process, improve the assessment and evaluation indicators of students' emotions, attitudes, behavior, and other aspects, effectively diagnose and feedback and optimize teaching activities. The second is to enrich the evaluation subject in addition to teacher evaluation, the introduction of students' self-evaluation and mutual evaluation enables them to learn from each other and complement each other's advantages in mutual evaluation. Especially in group cooperative learning, students find each other's advantages and share effective learning strategies, which is conducive to improving the learning quality of educational psychology courses and forming a positive learning atmosphere of mutual help and supervision. Improving the evaluation mechanism of professionals in cooperative units, understanding their performance in practical activities such as student internships, and timely adjusting educational management strategies are more conducive to promoting the implementation of talent training goals ^[10].

6. Conclusion

Educational psychology plays an important role in cultivating students' comprehensive quality and ability. Optimizing the teaching content system is beneficial to expand the classroom capacity, let students learn more cutting-edge teaching content, and build a complete structural system. Through the optimization of teaching methods, students can learn in a relaxed atmosphere and deepen their knowledge understanding and memory. By optimizing practical teaching, students learn by doing and ensure the absorption and internalization of the knowledge learned and the productive application. Through optimizing the teaching evaluation system, we can find and solve the teaching problems in time, and give full play to the positive role of evaluation in promoting the curriculum reform of educational psychology.

Disclosure statement

The authors declare no conflict of interest.

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