

Research on the Reform and Practice of Social Psychology Classroom Teaching in Colleges and Universities

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ABSTRACT

Social psychology is an important branch of the application and research of psychology, and is an important support for the study of various behaviors, psychological phenomena and laws in the interaction between human and the environment. It is both theoretical and practical. Based on the current situation of social psychology teaching in colleges and universities, this paper summarizes its shortcomings and problems, and proposes the reform and practical strategies of social psychology classroom teaching in colleges and universities on the basis of the existing research results and the reform results of other colleges and universities, in order to help improve the teaching quality and the teaching effect.

KEYWORDS

social psychology; teaching reform; social psychological phenomenon; role conflict

With the continuous advancement of education reform, colleges and universities are continuously optimizing and developing the personnel training mode, teaching mode and teaching system, and have achieved certain results. However, there are still some problems in the teaching process of social psychology in colleges and universities, such as lack of teaching objectives, insufficient practical teaching, single teaching method, imperfect teaching evaluation system, etc., and the teaching effectiveness is poor. Therefore, it is necessary to deeply analyze the reform and practice of social psychology teaching in colleges and universities, and explore the new model and method of social psychology teaching in colleges and universities.

1 Current Situation and Existing Problems of Social Psychology Teaching in Colleges and Universities

1.1 Lack of Teaching Objectives

The teaching objectives are required to be set and explained from the three dimensions of knowledge, emotion and ability. But the current teaching objectives of social psychology are still focused on the knowledge, and lack sufficient elaboration on training students' social thinking and applying social psychology principles to solve practical problems. At the same time, the connection between social psychology and ideological and political teaching is not close enough in colleges and universities, and the goal setting lacks ideological and political elements, which needs to be further supplemented and perfected.

1.2 Lagging Teaching Content and Forms

At present, social psychology in colleges and universities still adopts one-way teaching method, in which teachers output knowledge and students passively accept it. And the teaching method is single and lagging, resulting in students' low learning enthusiasm, low class participation and poor teaching effect. For example, in the course about "self", there are many abstract and obscure concepts, such as self-reference, self-schema and social comparison, etc. Traditional lecturing method is easy to make students be absent-minded, and it is difficult for students to accept and understand, thus affecting the teaching effect. At the same time, teachers only briefly explain the concepts. Therefore, students' understanding of the principles and knowledge of social psychology is relatively shallow and superficial, and students are unable to form a clear grasp of their deep connotation, and to master and integrate the old and new knowledge. In addition, in teaching process, college teachers fail to introduce network resources and information technology into the classroom, and there is a lag in teaching content and methods, which is difficult to adapt to the changes in students' learning needs, and results in low learning enthusiasm of students and poor teaching quality^[1].

1.3 Relatively Insufficient Practical Teaching

On the one hand, the teaching task of social psychology courses is heavy, requiring analysis and explanation of a large number of experimental cases, theoretical viewpoints and social phenomena, which leads to greater teaching pressure for teachers. At the same time, teachers have limited energy in practical activities and teaching, and the teaching effect is

poor. On the other hand, social psychology is an interdisciplinary subject involving cultural anthropology, psychology, sociology and other fields, and its development is related to management science and pedagogy. At the present stage, the teaching of social psychology still focuses on the explanation of Western classic experiments and theories, and is not closely related to social phenomena and development in China. Students' grasp of knowledge is still limited to the theoretical level, and they fail to connect theories with practice to analyze and deal with real social events and behaviors^[2].

1.4 Imperfect Teaching Evaluation System

At present, the teaching evaluation of social psychology in colleges and universities still mainly relies on the form of final examination. At the same time, although some colleges and universities introduce daily performance into the assessment, its proportion in the comprehensive results is relatively small, and basically can be ignored. Only in the form of final examination paper to carry out the final evaluation, it is difficult to form a comprehensive understanding of students' knowledge mastery, practical application ability and so on by conducting the summative evaluation only in the form of final examination. The authenticity, effectiveness and scientific nature of teaching evaluation remain to be verified.

2 Reform and Practice of Social Psychology Classroom Teaching in Colleges and Universities

2.1 Reform of Teaching Objectives

Social psychology is an important branch of the application and research of psychology, which requires students to master the theoretical knowledge of social psychology and be able to apply it in real life to solve practical problems. Therefore, its teaching objectives should be to through course teaching, enable students to master the basic knowledge of social psychology, construct a systematic and complete knowledge system, and explain the psychological phenomena and behavioral laws of individuals or groups from the three levels of individuals, culture and society, so as to improve students' ability to adapt to society and deepen their understanding of society. At the same time, ideological and political elements should also be introduced to pay attention to the cultivation of students' ideological, political and moral qualities^[3].

2.2 Reform of Teaching Content

In view of the fact that the social psychology course involves many professional knowledge and fields, the course teaching should be organized by interdisciplinary thinking and supported by the introduction of multidisciplinary knowledge. Teachers should make full use of Internet information technology to collect available materials, cases, etc., integrate high-quality teaching video resources, and build an online teaching resource library. In addition, on the basis of grasping the whole teaching task and teaching content, teachers should sort out the knowledge context, build the knowledge frame diagram, and transfer the knowledge to the students from shallow to deep.

2.3 Reform of Teaching Methods

First, social psychology is the study of social events based on the social environment. Therefore, in practical teaching, teachers should introduce social hot news and events, select topics that students are more interested in for analysis and discussion, encourage students to freely express their opinions and views, and guide students to apply the principles and knowledge of social psychology for analysis, so as to cultivate students' ability of independent thinking, analysis and problem solving. It enables students to have certain dialectical thinking and the ability to tell right from wrong, and deepens their understanding of various social psychological phenomena and behavior laws. After organizing the discussion, teachers should link the event with the professional knowledge, summarize the knowledge points involved in it, and make a good summary. For example, in the course of "Attitude Formation", the thesis of "Chinese and foreign attitudes toward traditional Chinese culture" can be introduced, and questions can be raised successively. Teachers first propose "Why do Chinese and foreigners have different attitudes toward calligraphy?" Then they ask "How did Chinese people form their feelings for calligraphy?" , so as to guide students to use social psychology knowledge for analysis. After the discussion, the group representatives express and elaborate their opinions, and teachers organize mutual questions and comments among the groups. Finally, teachers should explain the cognitive theoretical knowledge of the formation of "Kelman Attitude", and introduce ideological and political education elements in the process, so as to explain the knowledge of traditional Chinese culture, and trigger emotional resonance of students.

Second, the role-playing teaching method should be introduced. Role-playing enables students to have a close understanding of the character's inner self, and get real experience, so as to understand the character's behavior and thoughts. At the same time, this method can also enhance students' empathy ability. In the process of explaining "the

Art of Leaders” and “Adolescent Reverse Psychology”, the role-playing method can be used to enable students to fully immerse themselves in their roles and think about problems from the positions of different roles, thus strengthening students’ impression of knowledge.

Thirdly, some psychological tests should be introduced to stimulate students’ curiosity and enhance their thirst for knowledge. For example, when explaining the content of “social role”, teachers can invite students to participate in a small test of self-role awareness before formal teaching, and analyze the test results and choices, so as to establish the relationship between the two, naturally introduce the concepts of role conflict, social role and role expectation, and then achieve a better teaching result. This teaching method can not only make students have a clear cognition of their social role and find their position in the social group, but also help students better integrate into the collective and adapt to social life.

Fourthly, the blending learning should be adopted and the flipped classroom should be built. Teacher should introduce information technology into the social psychology classroom, and require students to complete tasks such as collecting materials, previewing new knowledge, and organizing basic knowledge in advance, so as to leave more time for teacher-student interaction and practice exploration in the course, and improve the teaching efficiency.

2.4 Reform of Practice Teaching

College teachers should strengthen the empirical teaching and research of students’ social psychology, and gradually train students’ thinking and ability to analyze and solve problems independently. By carrying out practical activities and designing activity courses, students can make up for the lack of practical ability, and mobilize the joint participation of their multi-sensory functions. As a result, according to the concrete image thinking and action thinking, students can obtain direct experience, realize the full connection of theory and practice, and further consolidate and sublimate the learned knowledge. For example, when explaining research methods in social psychology, given that most students lack practical research experience and have no basic concepts of research design and implementation in mind, if teachers give explanations in traditional teaching forms, they can only briefly introduce the concepts and classifications of different research methods, and students can only form preliminary impressions, and cannot deeply and sufficiently understand the practical application. Therefore, teachers can organize students to design questionnaires and compile questions in the form of team and group cooperation based on what they have learned, and carry out practical investigations around the surrounding social phenomena, such as the dining situation of students in the canteen and the phenomenon of clearing your plate in colleges and universities, so as to give full play to students’ subjective initiative and enable students to form a deep understanding of knowledge. For another example, when explaining the herd behavior, teachers can design the confirmatory experiment and explain the experimental procedures and operation keys. At the same time, they can require students to play the role of the observed and the observer respectively, and organize students to conduct verification. In the process, the relationship between the herd behavior and group sizes is explained, so that students can better understand and master theoretical knowledge.

2.5 Reform of Teaching Evaluation

Teaching evaluation includes the evaluation of teachers’ teaching process, and students’ learning process and effect. In the evaluation of social psychology course teaching, the assessment of students should adopt the combination of “formative evaluation and summative evaluation”. Formative evaluation mainly evaluates students’ pre-class preparation, online learning, attendance in class, interaction in class, and summary after class. Meanwhile, research reports, psychodrama performance, experiment design and implementation can also be taken as assessment contents. The summative evaluation is conducted through exams and tests. It is necessary to rationally allocate the proportion of the two, and appropriately increase the proportion of daily performance. In the process of teaching evaluation, in addition to teacher evaluation, the evaluation can also be carried out among groups, members of the group, etc., to ensure the effectiveness, scientific nature and completeness of the evaluation results. For teaching evaluation, anonymous feedback from students, lectures by professional teachers, questionnaires and other methods can be adopted^[4]. After the evaluation, feedback and tracking works should be done well. Teachers should improve the teaching plan according to the feedback, and adjust the teaching direction in time, to ensure that the subsequent teaching is optimized and perfected.

3 Conclusion

To sum up, social psychology classroom teaching in colleges and universities should start with teaching objectives, teaching methods, teaching evaluation and practical teaching, introduce modern teaching technology and equipment,

optimize the teaching structure, innovate teaching programs, adjust teaching modes, and building high-quality classrooms to achieve the best teaching effectiveness.

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