Research on Teaching Design of Psychological Health Education in Higher Vocational Colleges -- Take Establishing Correct Self-Consciousness as an Example

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Abstract: Teaching design is the guarantee of effective classroom teaching. This paper analyzes the problems existing in the classroom of health education course in higher vocational colleges. Taking the chapter of "establishing correct self-consciousness" as an example, this paper puts forward the idea of optimizing teaching design, and solves the classroom problems from three aspects: the analysis of learning situation, the application of teaching mode and the application of teaching means.

1. Introduction

Teaching design is an important teaching activity for teachers. Teaching design is different due to different subject knowledge points, teaching students, teaching methods, teaching purposes and so on. Psychological teaching is not simply imparting knowledge. Classroom teaching needs to stimulate students' psychological activities through teaching design. Taking the class of "establishing correct self-consciousness" as an example, starting from the problems existing in classroom teaching, this paper discusses the methods of optimizing the teaching design of psychological health education in higher vocational colleges.

2. Problems in Classroom Teaching of Psychological Health Education in Higher Vocational Colleges

2.1 Insufficient Participation of Students in Classroom Interaction

The lack of students' participation in interaction in higher vocational psychological classroom is reflected in: some students do not participate in the interaction, resulting in the low average participation rate of students in interactive activities; part of the students who participated in the interaction did not have high quality. The arrangement of psychological classroom teaching rhythm can't make all students feel when they need interaction. The fixed form of interaction is easy to make students feel tired. Students are not given enough time to think, or the classroom atmosphere created by teachers is not relaxed and democratic enough.

2.2 Lack of Teaching Pertinence

Compared with undergraduate students, higher vocational students are slightly inferior in learning ability, educational background and employment pressure, so they are more prone to inferiority, anxiety, confusion and self-denial. In addition, the proportion of secondary vocational graduates applying for higher vocational colleges has increased significantly, and the cultural foundation and cognitive level of secondary vocational students are lower than that of senior high school students. It is more difficult to teach two kinds of students at the same time. The main reason for the weak pertinence of teaching is the failure to fully grasp the learning situation of the overall teaching object, resulting in the inconsistent teaching rhythm of students from different sources, or the learning needs can't be met.

2.3 Lack of Teaching Innovation

Higher vocational psychological teaching needs teachers' more creative teaching design to stimulate students' psychological experience and achieve the purpose of teaching. Some teachers have conservative teaching styles and lack of innovation. The fundamental reason is that teachers do not trust the ability of higher vocational students, and simply equate the entrance achievement or subject achievement of higher vocational students with the ability of students to pursue psychological health. In such cognition, teachers choose the teacher-centered teaching method.

3. Optimization of Teaching Design of Psychological Health Education Course in Higher Vocational Colleges

Generative teaching strategy is a strategy to organize students to explore and find answers, and form evaluation according to students' performance, so that students can become the main body of the classroom and have more active psychological experience. Under the guidance of this teaching strategy, the teaching mode of mutual teaching, mutual learning and cooperative teaching is used to enable students to "learn by doing and do by learning". Generative teaching strategy requires that teachers must master the learning situation in order to optimize the teaching content and teaching means. Teaching task design is used to promote students to explore, experience and present results. The process and results of students' participation will be an important part of evaluating students' learning effectiveness.

4. Optimization Methods of Teaching Design of Psychological Health Education Course in Higher Vocational Colleges

4.1 Master the Learning Situation and Teach Students According to Their Aptitude

Teachers can understand students' knowledge base, learning characteristics, cognitive ability and learning needs through questionnaires, pre-class tasks, student interviews, head teacher or counselor interviews. Taking the lesson "establishing correct self-consciousness" as an example, teachers can master the learning situation of the whole students and individual students before class, design a questionnaire to understand the degree of students' self-consciousness and the ways and needs of self-development. Through the interview with counselors or head teachers, we can understand the students who need attention in daily student work management. In the interview with these students, we can understand the basis of their self-cognition. Before class, we should know the activity of students and know which students have a strong sense of responsibility and good leadership, which are suitable for leading team activities in group activities, and which students are relatively passive.

In the process of teaching and learning, we need to constantly encourage and lead, and forming a group of students with different styles is conducive to the effective implementation of group activities. Based on the analysis of the overall and individual learning situation, teachers redesign the teaching content and teaching means.

4.2 Build a Teaching-Learning Model, Teach and Learn from Each Other

Construct C4 "lead-research-learning-practice-evaluation" teaching mode (see Figure 1), and design teaching according to the characteristics of students' self-consciousness recognition law and self-consciousness establishment process. The mode can solve the key and difficult points of teaching and reduce students' inattention in class. Mutual teaching and learning enable students with low cognitive level to keep up with the pace of teaching. Teachers have more time to observe and help students to ensure the quality of interaction. Students' classroom autonomy can enhance their interest and confidence in learning and improve the quality and quantity of psychological experience. Guide (lead) students to explore (research), and teachers summarize students' exploration results and refine knowledge (learning). Students cooperate in groups to complete classroom exploration or practice (practice). Students share and evaluate each other's achievements. At the same time, teachers also evaluate students according to their inquiry practice process and achievements (evaluation).
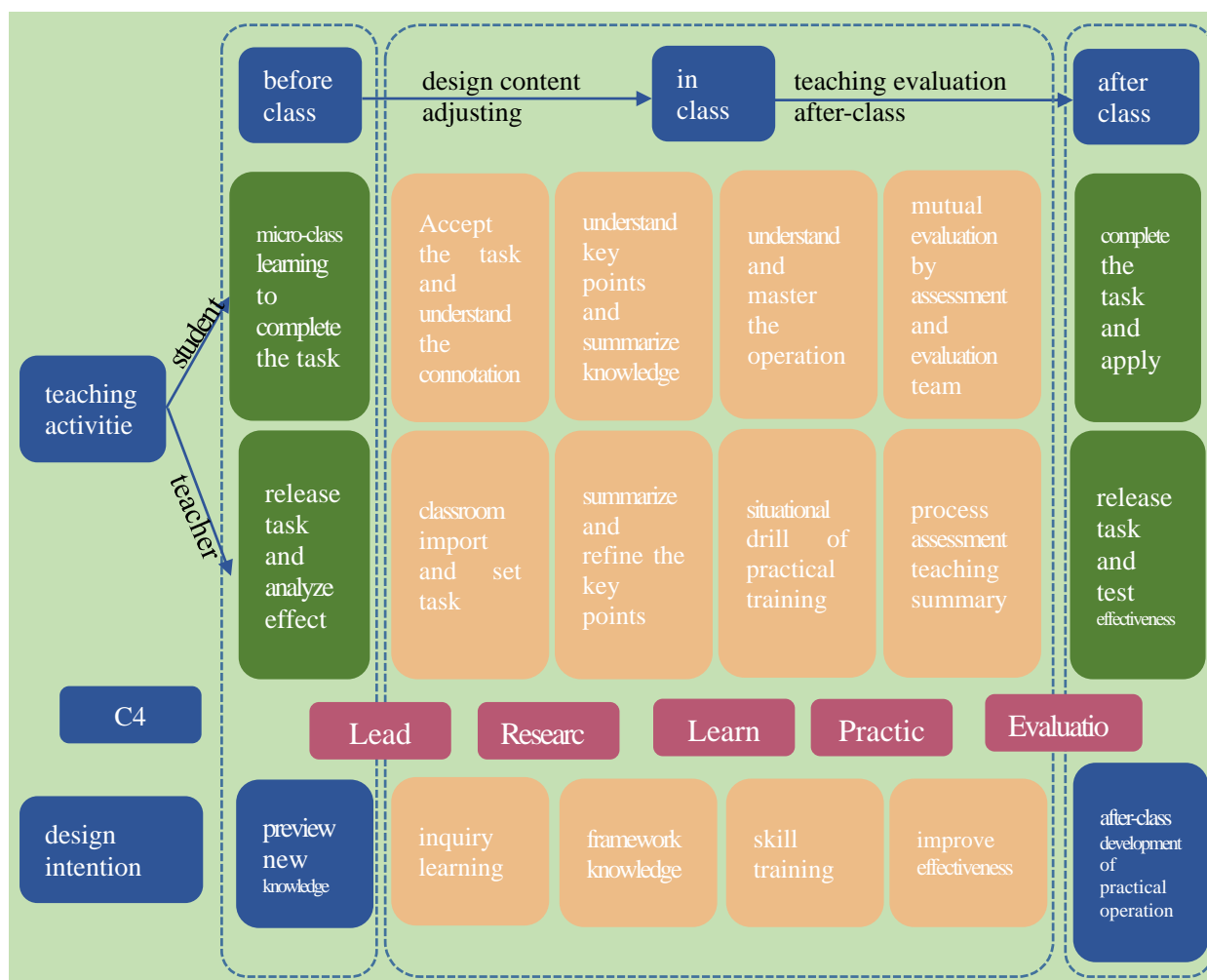

Figure 1 C4 "Lead-research-learning-practice-evaluation" teaching mode

For example, the teaching mode of "lead-research-learning-practice-evaluation" is used to solve the teaching focus of "establishing correct self-consciousness", "connotation of self-consciousness", and the teaching difficulty "the establishment of anti-external interference mechanism in the cultivation of self-discipline". The teaching design is shown in Table 1.

Table 1 Teaching Design of Key and Difficult Points in the Teaching of "Establishing Correct Self-Consciousness"

Teaching content	Teaching mode	Teaching objective
Teaching focus "the connotation of self-consciousness"	Lead: "twenty 'I' started sentences" psychological practice Research: (student group) psychological sand table to explore psychological self Learning: (teacher) people's reflection on themselves and their relationship with the objective world, including self-cognition, judgment, evaluation, attitude, etc (teachers) three components: self-consciousness, self-experience and self-regulation. Practice: (student group) the embodiment of three components of self-consciousness. Evaluation: (teacher and student groups) evaluate the results of the group's inquiry.	Know the definition of self-consciousness; Speak and understand the three components of self-consciousness; Understand the relationship between self-consciousness and self-development; Cultivate the awareness of self-regulation through learning; Through mutual learning and problem solving, form a sense of teamwork.
Teaching difficulty "the establishment of anti-external interference mechanism in the cultivation of self-discipline"	Lead: (teacher) recall the formation process of some self-discipline behavior in life, such as getting up in the morning and drinking a glass of water. Research: (student group) the cause, obstacle process, obstacle solution and result of habit formation. Learning: (teacher) self-discipline is to form habits. In the process of forming habits, we need to establish a mechanism to resist interference... Practice: (student group) make a plan and establish a mechanism to resist interference to help a certain behavior in life or study form self-discipline. Evaluation: (teacher and student groups) evaluate the results of the group's inquiry.	Through self-analysis and exploration, find out the methods of cultivating self-discipline; Understand the relationship between self-consciousness and self-development through learning; Cultivate the awareness of self-regulation through learning; Through mutual learning and problem solving, form a sense of teamwork.

4.3 Explore and Make Rational Use of Online and Offline Teaching Methods

Mobile phone is an important tool for students to find and obtain information in classroom interaction. Simply banning the use of mobile phone in class is not in line with the development of the Internet era. Mining and rational use of mobile network teaching resources can give full play to students' software application ability. Mobile network teaching resources not only refer to online education platforms, such as Vocational Education Cloud, Classroom School, Nail and Tencent Classroom, but also refer to other websites or software loved by teenagers that can be used in teaching links, such as BiliBili video barrage website and video production software. Taking the actual teaching of "establishing correct self-consciousness" as an example, in the student achievement display link, the student group can make animation videos through "Pipi animation app" to present the student group's experience of the teaching content of this chapter, or after class, the group can shoot psychological short plays to reflect the process of psychological growth. Excellent works taken can be selected into the psychological micro-class in the school. To a great extent, it will stimulate students' learning enthusiasm and enrich the psychological education resources in the school.

Offline teaching means can explore the application of psychological games in teaching. Game

teaching can create a virtual imagination space, break the limitations of the classroom, release students' emotions and obtain real experience. For example, in the teaching of "self-consciousness connotation", students experience the process of psychological self-action through sand table games. The process of the game is relaxed and interesting. Students pay attention and touch their hearts from the sand table. Another example is that we can use painting game in the teaching of the diminishing effect of communication information in the chapter of interpersonal relations. In the teaching, the painting game of "you say and I draw" is used to make students aware of the loss of communication information through concrete activities, so as to understand the characteristics of the object of communication.

5. Conclusion

Higher vocational psychological teaching design should pay attention to three aspects. First, the design should meet the students' acceptance ability and characteristics. Second, the design should be executable and can maintain students' interest in learning. Third, the design should be effective and clear. The optimization of instructional design is not a one-time work. The changes of teaching objects and teaching resources will directly affect the effect of instructional design. Front-line psychological health education teachers in higher vocational colleges should approach students, actively participate in student management affairs and understand students' needs. Psychological teaching is like "preventive injection", which enhances students' psychological debugging ability through teaching. Only when teachers keep learning and practicing and have the courage to try, can they constantly improve their teaching skills and give full play to the role of psychological education.

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