

Practical Teaching Reform of Applied Psychology Specialty

Qiu Jun

Nanchang Institute of Technology, Nanchang, Jiangxi, China, 330000

Keywords: Applied Psychology Specialty; Practical Teaching; Reform

Abstract: Practical teaching is an important link in the cultivation of applied talents in applied psychology specialty. According to the training needs of applied talents in colleges and universities, this paper actively explores the practical teaching reform mode of applied psychology specialty. Through the reform of practical teaching, colleges and universities can fully mobilize students' learning enthusiasm. Therefore, colleges and universities can improve the quality of personnel training. Firstly, this paper analyses the composition of practical teaching system. Then this paper puts forward some problems. Finally, this paper puts forward the direction and implementation method of the reform of practical teaching mode.

1. Introduction

With the acceleration of social change in China, the social demand for psychological talents is increasing. Applied psychology is the cradle of cultivating psychological talents. How to train innovative applied psychology talents and improve students' comprehensive practical ability has become an urgent problem to be solved. This paper aims to cultivate innovative applied psychology talents through the reform of practical teaching mode. By optimizing teaching methods, colleges and universities can stimulate students' interest in learning, such as practical teaching system and innovative practical teaching. Through the student-centered teaching method, the comprehensive application ability and quality of students can be improved in an all-round way.

2. Composition of Practical Teaching System

College students must master more knowledge and abilities so that they can better serve the society after graduation. During the four years of university, colleges and universities should pay attention to the cultivation of students' professional abilities, such as basic professional practice ability, professional practice ability, social service ability, participation ability, innovation ability, design ability and so on. The basic competence of professional practice is mainly as follows. Through professional knowledge, students can grasp the basic ability of serving the society, such as psychological experiment, psychological design, and experiment data processing ability. College students can analyze various experimental data and finally complete the experimental report. Professional practical ability is mainly as follows. After entering into business enterprises, communities, education departments and administrative departments, students use professional

applied psychology knowledge to engage in psychological professional work, such as psychological counseling, counseling and treatment work, management work, teaching work, human resources evaluation and development work, marketing work and so on. Students must first possess basic professional practical ability, and then on this basis can rise to professional practical ability.

3. Problems in Practical Teaching of Applied Psychology

A total of 1000 questionnaires were distributed and 921 valid questionnaires were recovered, with a recovery rate of 92.1%.

3.1 Disjointed Practical Teaching Theory and Practice

In the process of learning in school, the main courses accepted by students are related to educational psychology, and the Applied Psychology knowledge is less involved. At the same time, they do not have enough contact with society and lack of practical opportunities, which greatly reduces their competitiveness. According to the survey results, students think that the main problem is that there are fewer practical teaching courses, accounting for 91.7%. And then it is Lack of opportunities for social practice, accounting for 85.2%. The detailed results are shown in Figure 1.

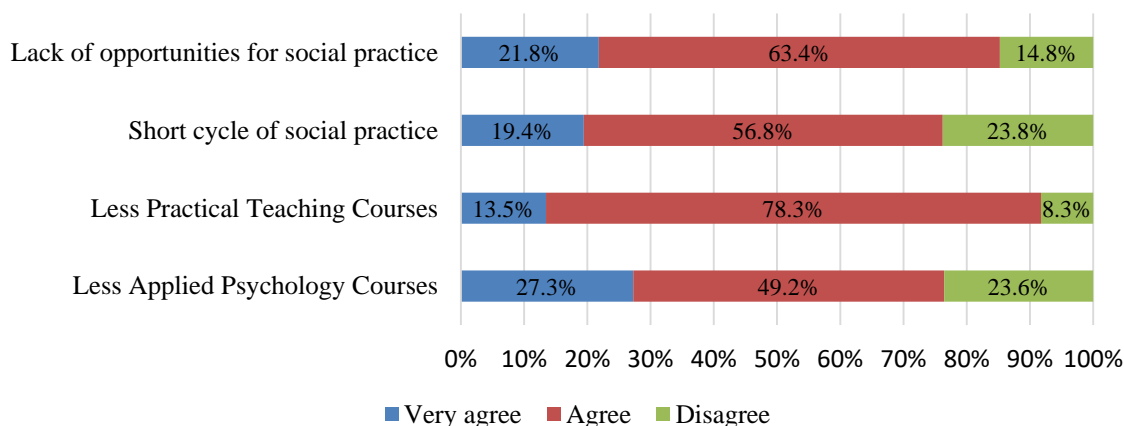


Figure 1: Practical Teaching Theory and Practice Disjointed

3.2 Superficial Practice teaching

At present, the practice teaching in Colleges and universities is mainly embodied in the following links, such as experimental teaching, curriculum practice, internship, social practice, scientific research training. In the implementation of teaching, most colleges and universities are not specific and in-depth. Practice teaching is totally at the superficial stage of taking form and completing tasks. For example, in the design of training programs, each course has practical hours, which generally accounts for one third of the total class hours. However, in the specific teaching, the practical courses have all become theoretical courses.

According to the survey results, students think that the main problem is the practice teaching takes form, accounting for 65.8%. And then there are Teachers'poor practical ability and Practice Course Becomes Theory Course, accounting for 54.5% and 49.2% respectively. The detailed results are shown in Figure 2.

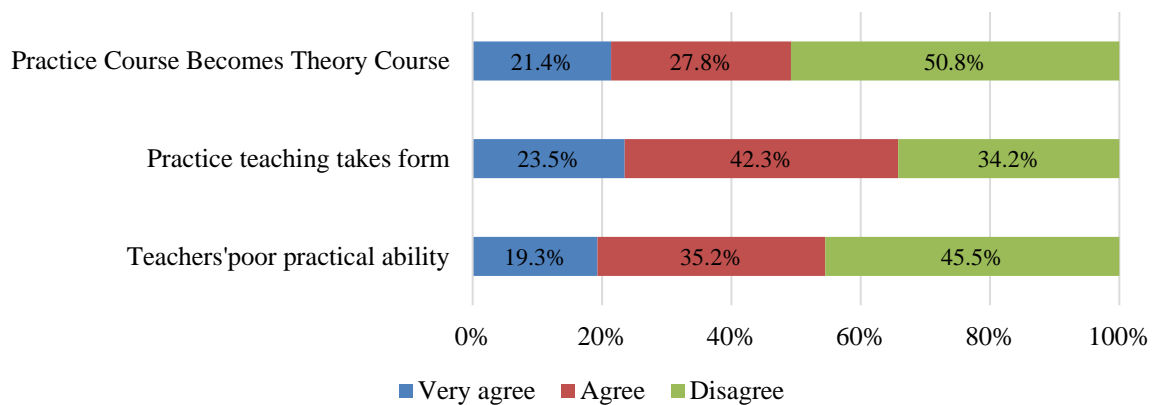


Figure 2: Practice teaching stays at the superficial stage

4. Measures of practical teaching in applied psychology

4.1 The orientation of the practical teaching model reform

This paper constructs an innovative practical teaching system for Applied Psychology professionals. The system is mainly a practice teaching mode oriented by "one center, two main lines, three platforms and various forms". The main practice system is shown in Figure 3.

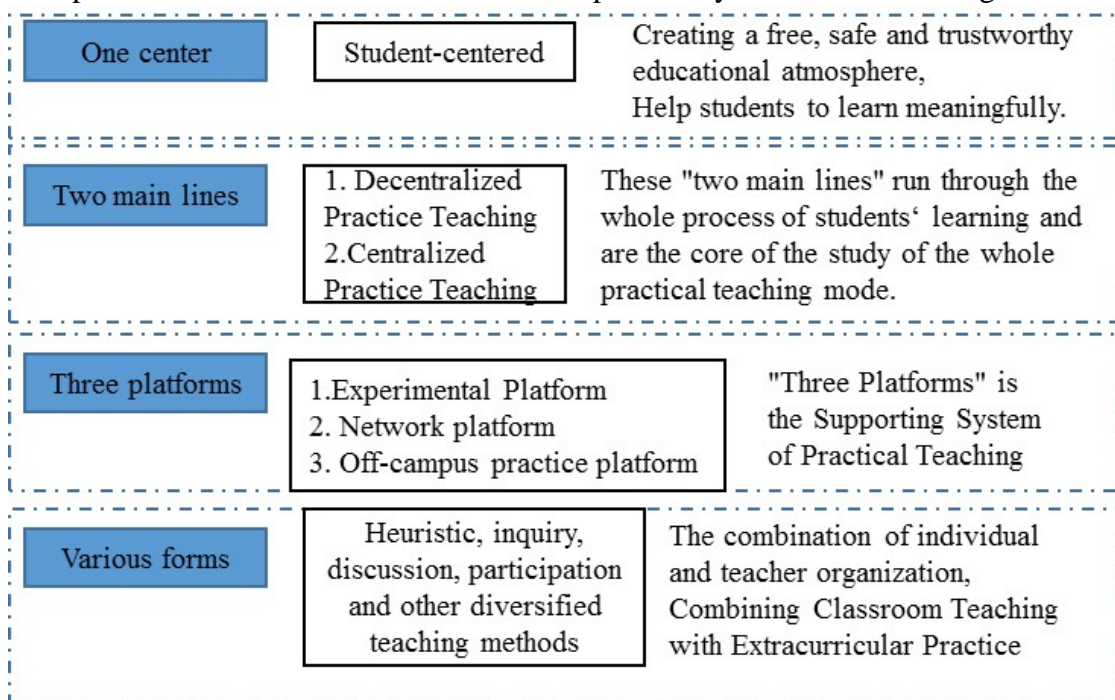


Figure 3: The orientation of the practical teaching model reform

4.2 Combining professional courses with experimental teaching

Professional courses and experimental teaching play an important role in students' learning. Teachers should play an active role in students' professional learning and basic course learning. Teachers should conscientiously compile syllabus, determine teaching content and apply reasonable assessment methods. At the same time, teachers should apply modern teaching methods in teaching,

such as practical teaching, case analysis, skills training, etc. After entering the third year of the National People's Congress, professional courses are divided into two aspects: psychological counseling and human resources management. Psychological counseling courses are mainly school psychology, individual psychological counseling, and group counseling theory. Human resource management mainly includes human resource development, performance management, wage management and design. The short term practice teaching and graduation practice mainly focus on the comprehensive social practice activities when students finish their four-year study and life. Practice teaching can help students form professional consciousness and cultivate their professional practice ability. The practical teaching system of applied psychology is a long-term project based on perfect theory and continuous development. Colleges and universities should realize that this is a dynamic and innovative practice process.

5. Conclusions

This paper actively explores the practical teaching mode of Applied Psychology specialty. It is hoped that through this study, colleges and universities can better stimulate students'innovative potential and improve the practical colleges' teaching ability. Through practical teaching, colleges and universities can cultivate more applied talents of Applied Psychology specialty.

References

- [1] Ou Xiancai, Liu Huizhen, Yang Xiaoling. *Exploration and Practice of "345" Practical Teaching Model for Applied Psychology Specialty [J]. Journal of Guangxi Institute of Education, 2014 (3): 186-187.*
- [2] Niu Zhenhai. *Research on the effective ways to cultivate practical ability of applied psychology students in Colleges and universities [J].Journal of Heilongjiang Institute of Education, 2008.27(1): 86-87.*
- [3] Zeng Li, Xiong Lijuan. *Reflections on the weak practical ability of students majoring in Applied Psychology [J]. Journal of Neijiang Normal University, 2009.24 (7): 113-117.*
- [4] Xue Yaping's *Exploration on the Reform of Teaching Method of Developmental Psychology [J]. Journal of Wuxi Institute of Education, 2006 (4): 30-31.*
- [5] Zhou Yonghong. *Construction of Practical Teaching Model for Applied Psychology Specialty [J]. China Electric Power Education, 2014 (15): 26-29.*