

Exploration and Practice of Experiential Teaching Mode

-- Taking the Course of Psychological Quality Education for College Students as an Example

Xiao Zhang

School of information science and technology, Taishan University, Taian 271000, China

Abstract

"Psychological quality education for college students" is a required course for college students, and the teaching of this course is an important method of cultivating college students. At present, there are some problems in some colleges, such as single teaching methods, which need to be reformed. Combining with the teaching practice, this paper probes into the teaching mode of the course from two aspects of teaching means and course assessment, and expounds the teaching mode of experiential teaching with students as the center and activities as the carrier, including perfecting teaching means and improving evaluation mode.

Keywords

Psychological Quality Education Course; Teaching Mode; Experiential Teaching.

1. Introduction

In 2018, the Guiding Outline of Mental Health Education for College Students once again emphasized that "the mental health education curriculum should be included in the overall teaching plan of colleges and universities, the curriculum should be standardized, public compulsory courses of mental health education should be offered to freshmen, and elective and minor courses of mental health education should be offered to all students to achieve full coverage of mental health education for college students" [1].

Psychological problems have become the number one killer endangering the healthy growth of college students [2]. More and more college students have psychological problems, and problems such as depression and suicide among college students emerge one after another. As the main front of psychological classroom education, the course of mental health education for college students should constantly reform the teaching mode and methods, so that classroom teaching can effectively and deeply influence students.

2. Connotation of Experiential Teaching Mode

Experiential teaching mode is a form of teaching activities that takes students as the center and activities as the carrier [3]. It is a form of teaching activities to solve problems through the cooperation between teachers, students and students. Experiential teaching can be divided into practical teaching and psychological experience. It is a new teaching model, which can achieve the teaching purpose of allowing students to better absorb knowledge.

Experiential teaching captures the psychological characteristics of college students who are active in thinking and like dynamic teaching, and sets up dynamic participation process centering on teaching objectives, so that college students can comprehend its teaching connotation actively and change passive indoctrination into active thinking and acceptance. Experiential teaching reflects the subjectivity and dominance of students' learning, combines

teaching with fun, improves learning efficiency and strengthens their own feelings. Take the course of college students' psychological quality education "Interpersonal Psychology - making the Golden Ribbon of friendship" as an example to illustrate. The teaching focus of this course is to guide college students to improve their self-awareness and self-perfection level, establish a good interpersonal relationship, learn knowledge to develop intelligence, which is conducive to college students' socialization and psychological satisfaction.

3. The Teaching Method of Experiential Teaching Mode

Experiential teaching requires interaction between students and teachers, as well as interaction between students. The traditional teaching mode of teaching theory by teachers is mechanical indoctrination of knowledge, while psychological class is mainly to let students really experience with their heart, feeling with their heart, so as to achieve twice the result with half the effort.

3.1. Memory Game Interaction

Being liked by others in interpersonal communication is a way to quickly get closer to each other. If you want to be liked by others, you must first like and appreciate others, for example, remember the basic information about each other quickly. In view of this kind of situation, we designed a group of 7-8 people randomly in the class to form a circle. Everyone in the group introduces himself, including name, age, ancestral home, favorite color, hobbies, etc. After each student has introduced it, select the first student to tell his basic information, the second student to tell the first student's situation and his own situation, and so on, and the last student to tell the information of all previous students and his own information. The order can be changed, so that each student can deepen his impression and finally remember everyone's information.

3.2. Eye Contact Interaction

Eye contact is very important in interpersonal communication. Eye contact is a kind of deep emotion and implicit silent language when people communicate. In order to have good communication, eye contact should be calm, kind, kind and sacred. In class, groups are randomly formed to talk in pairs. Eye contact should account for 50%-70% of the conversation time. Besides eye contact, body language is also very important, such as the distance between the two parties during the conversation, which determines whether the conversation is comfortable and pleasant, so that students can actually feel the most comfortable way of conversation.

3.3. "Halo" Interaction

Some students have low self-evaluation and dare not communicate with others for fear that others will think they are not good enough and despise them. In view of this situation, a group is randomly formed in the classroom to let one student make a self-evaluation, other students say his advantages and admiration, and then let the evaluated students say the advantages they don't know. By analogy, each student makes a self-evaluation, and then feels the evaluation of others, so as to improve their self-awareness and self-confidence, which is conducive to good interpersonal communication.

4. Assessment Method

The traditional course of psychological quality education for college students consists of two parts: the usual score and the final score. Usually, the assessment content only includes "attendance + homework", which generally accounts for 20% of the total score of the course. One direction of the teaching reform of "Psychological quality education for college students"

is to lay emphasis on the process evaluation, and the proportion of the usual examination to the total score has been increased to 30%. The usual assessment consists of attendance (20%) + homework practice (40%) + Classroom Interaction (40%).

5. Experiential Teaching Effect

Teaching effect is the main index to test the reform of teaching mode. A questionnaire survey of 163 students in 2021 who implemented experiential teaching in the course of "College Students' psychological quality education" shows that the teaching effect has been significantly improved. Mainly reflected in: (1) the attendance rate of students remains stable. In the classroom teaching of College Students' psychological quality education, students can almost always keep full attendance. 92.3% of students said that experiential teaching can significantly improve the learning effect of College Students' psychological quality education. (2) The classroom atmosphere is active. 93.15% of the students think that the classroom is full of unknowns and expectations. The students look forward to the class very much. The classroom is lively, interesting and flexible. (3) for the interactive tasks temporarily arranged by the teachers, students actively participate in classroom teaching. 93.25% of the students think that experiential teaching makes them feel more involved in the classroom. (3) Strengthen the communication between teachers and students, and strengthen the communication between students. 96.4% of students believe that experiential teaching enables more interactive communication between teachers and students and students, forming a positive collective in a virtuous circle. (4) Entertaining and entertaining, and having a good mood. 98.5% of the students believe that experiential teaching can relax their body and mind, complete the learning process in a happy and pleasant atmosphere, take the initiative to understand the connotation of psychological class, and arouse their interest and enthusiasm for learning compared with traditional classroom teaching.

6. Conclusion

The psychological quality education of college students adopts experiential teaching to complete the teaching content. In teaching design, teachers should highlight the interaction between teachers and students, and put the main content of teaching on students, so that students can change from passive indoctrination to active perception and acceptance through personal experience. The teachers provide targeted guidance, inspection, reminder and comments during the whole activity, so that students can exercise and improve their ability and gain wisdom and enlightenment in the process of implementing experiential teaching.

References

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