

Research on Humanistic Educational Psychology Integrating Civic and Political Education in the Direction of Educational Psychology

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Abstract: With the continuous development of China's socialist modernization, education is becoming more and more prominent in the development of the country. In the current education reform, the combination of ideological and political education (referred to as "Civic and political education") and humanistic educational psychology is of great significance to cultivate talents with comprehensive quality and innovative spirit. This paper discusses the integration strategy of ideological and political education in the education process from the perspective of humanistic educational psychology, with a view to providing theoretical support and practical guidance for China's education reform.

1. Introduction

Educational psychology is a science that studies the laws of occurrence, development and application of psychological phenomena in education. In recent years, the research of educational psychology in China has made fruitful achievements, but the research of humanistic educational psychology in integrating Civic Education still needs to be strengthened. Humanistic educational psychology emphasizes human-centeredness, pays attention to the overall development of students, and advocates a democratic, free and harmonious educational atmosphere. Civic education, on the other hand, is an important part of education in China, and plays an important role in cultivating students' moral character, political awareness and sense of social responsibility. The organic combination of the two is conducive to improving the quality of education and promoting the overall development of students.

2. Exploration of Humanistic Educational Psychology Theory of Integrating Civic and Political Education

2.1 The basic concept of humanistic educational psychology

Humanistic educational psychology emphasizes people-oriented, and puts students' personality, interests and development needs at the center of education. This kind of psychology advocates that educators pay attention to students' mental health and personality development and create a democratic, open and harmonious educational environment so as to realize the goal of comprehensive development. Under the framework of humanistic educational psychology, educators realize that each student is a unique individual with different personality traits, interests and developmental needs. Therefore, the educational process should be designed around the individual differences of students and respect the uniqueness of each student. Educators should pay active attention to the inner world of students, understand their emotional and psychological state, and provide them with support and assistance. Mental health is an important area of concern in humanistic educational psychology. Educators should pay attention to the state of mental health of students and help them to build good mental qualities and the ability to cope with stress. In order to achieve this goal, educators can take a variety of measures, such as providing psychological counseling services and conducting mental health education courses. By doing so, students can better recognize their own emotions and needs, and learn to deal effectively with different emotions and stress. Humanistic educational psychology advocates the creation of a democratic, open and harmonious educational environment. In such an

environment, students can freely express their opinions and views, and interact and communicate positively with others. Educators should create an atmosphere of respect and inclusiveness that encourages students to actively participate in learning and discussion. Through a democratic decision-making process and cooperative learning approach, students can develop autonomy, cooperation and critical thinking skills. Finally, harmony is an important value to pursue in humanistic educational psychology. Educators should promote harmony among students and develop their social skills and emotional intelligence. By guiding students to establish healthy interpersonal relationships and cultivate mutual respect and understanding, educators can help students form harmonious interpersonal relationship patterns. Such a harmonious relationship not only helps students' personal development, but also contributes to the harmony and stability of the educational environment^[1].

2.2 Principle of integration of Civic Education and Humanistic Educational Psychology

Adhering to the humanistic approach is a very important concept in the process of Civic Education. When implementing the Civic and Political Education, we should pay full attention to the psychological needs of students, respect their personality differences, and pay attention to cultivating their autonomy, innovativeness and practical ability. First of all, in the process of Civic and Political Education, we should pay attention to the psychological needs of students. Each student has his or her own unique psychological characteristics and needs, so we should pay attention to their emotional state, inner world and personality development aspects. By understanding students' psychological needs, we can better guide them, help them solve their psychological troubles and improve their mental health. Secondly, we should respect students' individual differences. Each student is a unique individual with different interests, values and talents. In Civic Education, we should give students enough space and freedom, so that they can show their personalities and give full play to their strengths and potentials in the process of learning and thinking. At the same time, we should also pay attention to cultivating students' autonomy, innovativeness and practical ability. Humanistic educational psychology emphasizes the cultivation of students' autonomy and innovation, which is also applicable to ideological education. We should give students more decision-making power and exploration space, and encourage them to think independently, express themselves and practice innovation. Through discursive learning activities and project practice, students can enhance their problem-solving and practical abilities. In addition, we can also innovate educational methods, combining the content of Civic Education with forms that are popular with students. For example, through case study, scenario simulation, group discussion and other interactive methods, we can involve students and increase their interest and participation in Civic and Political Education. Such teaching methods can stimulate students' thinking and improve their understanding and acceptance of the contents of Civic and Political Education. Finally, we should strengthen the practice of educating people and combine the Civic and Political Education with Humanistic Educational Psychology. Practice is an effective way to cultivate students' sense of social responsibility and practical ability. We can guide students to actively participate in social practice activities, so that they can experience social life and exercise themselves in practice, while practicing socialist core values. Through participation in practical activities, students can better understand and apply the concepts and values advocated by Civic and Political Education^[2].

3. Practical Strategies of Humanistic Educational Psychology Integrating Civic and Political Education

3.1 Optimize the Civic and Political Curriculum System and Improve Curriculum Quality

Today's era is developing rapidly, and changes are occurring in all areas of society. In this case, in order to make the Civic and Political Education have a better effect, we need to focus on the topicality, relevance and practicality of the course content. In this way, we can better meet the needs of students and improve the value of education. First of all, we need to pay attention to the contemporaneity of the course content. We should pay attention to current affairs and politics, update the course content in time, and let students understand the latest social dynamics and political hotspots. This can

stimulate students' interest and increase their sense of identity and belonging to the ideological education. Through specific case studies, students can feel the impact of the changes of the times on people's lives and thoughts, and deepen their understanding of the spirit of the times. Secondly, we need to consider the relevance of the course content. It should be designed according to the different age groups and knowledge levels of the students to meet their abilities and interests. For example, for senior high school students, lectures on the Basic Law, socialism with Chinese characteristics and outstanding traditional Chinese culture can be strengthened; for university students, important topics such as reform and opening up and modernization can be explored in depth. Through targeted content, we can increase students' motivation and commitment to learning about ideological education. At the same time, we also need to combine theoretical education with current affairs and politics to improve the political awareness and educational value of the course. We should focus on ideological education for students, so that they can deeply realize the fundamental principles and core values of socialism with Chinese characteristics, and cultivate their ability to think independently, distinguish right from wrong and evaluate correctly. In the course design, the teaching methods of case analysis and scenario simulation should be strengthened, so that students can deepen their understanding and experience of the course content through practical problem solving, and improve the practicability and effectiveness of the ideological education. Finally, teaching methods should be reformed, and various teaching methods such as heuristic, discussion and scenario should be adopted to stimulate students' interest and enthusiasm in learning. Students should be encouraged to participate in classroom interaction, take students as the main body of the classroom, and activate their thinking and creativity through group discussion, role play and other teaching methods, so that they can get a more comprehensive and in-depth Civic and Political Education in the classroom.

3.2 Strengthening the Integration of Civic and Political Education and Mental Health Education

With the increasing competition and pressure in modern society, students are facing various challenges and dilemmas, and mental health problems have attracted widespread attention. In order to improve students' psychological quality and social adaptability, Civic Education should pay attention to students' mental health and carry out mental health education throughout the whole process of Civic Education. First of all, we should integrate mental health education into all aspects of Civic and Political Education. In the classroom, students can be guided to recognize the causes and manifestations of different psychological problems and how to cope with them through case analysis and discussion. In off-campus activities, students can be organized to carry out mental health lectures, debates and other forms of activities to strengthen the mental health education of students. Through all-round ideological education, students can form a positive attitude towards life and correct psychological concepts. Secondly, we should strengthen the professionalism and pertinence with the help of professional organizations and teachers. A number of mental health education organizations and expert teams have been established in China, and we can invite them to give psychological lectures in schools and guide teachers to carry out mental health education. At the same time, schools should also strengthen mental health training for teachers to enhance their professionalism and service capacity. Finally, we should pay attention to the individual differences of students and take differentiated measures to make mental health education more targeted and effective. In the classroom, we should pay attention to the learning characteristics and psychological needs of different students, and adopt a tailor-made approach to help students understand and cope with their problems. For students with psychological problems, individual counseling and assistance should be strengthened, and they should be guided to seek professional psychological counseling in a timely manner^[3].

4. Conclusion

The study of humanistic educational psychology integrating Civic Education helps to improve the quality of education and promote the overall development of students. This paper discusses the integration strategy from both the theoretical and practical levels, which provides useful insights for China's educational reform. In future educational practice, educators should continue to conduct in-

depth research and constantly improve the integration strategy, so as to contribute to the cultivation of socialist builders and successors with all-round quality and innovative spirit.

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