

Research on Educational Psychology of School Education and Social Development

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Abstract: As social development enters a new era, educational psychology research on school education and social development has entered a stage of high-quality development. It is important to propose educational propositions that meet social development needs for educational psychology while adhering to the educational thought of socialized education as the core. Based on the dynamic evolution of social development and the internal logic of socialized education, a theoretical framework for the development of educational psychology is constructed, which can explain the development mechanism of educational psychology that is participated by social development and the educational market and is jointly generated by education and value circulation mechanisms. At the same time, from the perspective of chaotic changes and practical deductions in the development of educational psychology, the possibility of moving toward high-quality development goals is being continued. The purpose of the development of educational psychology is to provide society with the education that meets expected standards and is committed to continuously improving the quality of education and enhancing social satisfaction. Therefore, in order to achieve high-quality development of education psychology, promote socialized education, and truly meet social development. It is necessary to take measures such as strengthening teacher control based on the internal circulation of teacher quality, building a mechanism for interaction and collaboration between teachers and social quality perception, and establishing an evaluation system for teachers and values.

1. Introduction

The study of educational psychology in school education and social development is one of the main responsibilities of pedagogy and is also the collective name of pedagogy. It can be divided into basic educational psychology and non-basic educational psychology, which are respectively composed of educational psychology, educational sociology, educational economics, and educational management. In order to improve the quality of education, education schools also entrust other disciplines to conduct auxiliary research on education. In the 21st century, social development has become the key to education, and socialized education has become an evaluation indicator. Socialized education emphasizes the interrelationship between education and society, as well as adaptability and innovation. Therefore, socialized education has been raised, and information technology, artificial intelligence, etc., have provided new technical support for socialized education.

Socialized education originates from social development, with socialism as the core. Its values contain humanism and is also a tool for achieving social progress. Considering social development structure, socialized education pursues high-quality development and realizes educational modernization through a combination of technological empowerment and value reversion. However, this is only in theory. Today, China has practiced a unique path in line with national conditions. Through the comprehensive advancement of reform and opening up, China's wisdom has been fully reflected, and it has not only rewritten Chinese history but also rewritten the world pattern, thus making contributions to human civilization. Therefore, it is necessary to have a global perspective and pattern when discussing China's socialized education. The proposition of high-quality development is put forward in the new era. In short, socialized education is a necessary condition and

guarantee for achieving high-quality development. However, although socialized education has made progress, it also has shortcomings. China has not yet fully found a practical path to meet social development needs. Socialized education still needs continuous improvement and innovation, which is not only China's responsibility but also China's mission.

Based on the above background analysis, this paper proposes a socialized education model based on information technology and artificial intelligence, aiming to explore and optimize the theory and practice of socialized education. Data analysis and intelligent recommendation theory solve teacher quality, evaluation systems, and values. Its main content includes two-way integration, collaborative sharing, and value reversion. It is of great significance for effectively responding to the challenges and risks social development brings.

2. Social Development and School Education and the "Socialized Education" of Social Development Realize New Changes in Educational Psychology

2.1 The Socialized Reform of the Educational Psychology Content

Socialized education is a concept that has developed in parallel with social development, and it is "saturated" with socialist ideas, demonstrates the humanistic orientation of education, and reflects the innovative education strategies since the reform and opening up. However, it is still hard to agree when we try to use certain traditional standards to construct the definition and essence of socialized education [1]. What exactly does the content of social education include? What are the similarities and differences between socialized education and traditional education? What impact and challenges does socialized education have on educational psychology? These issues require us to conduct in-depth discussions from the social development perspective [2]. This paper will analyze the changes in the content of educational psychology through socialized education from the following three aspects:

(1) The connotation and characteristics of socialized Education: Outline the definition, goals, principles, and characteristics of socialized education, as well as differences and connections compared with traditional education.

(2) The theoretical basis and practical path of social Education: Expounds on the theoretical basis, practical mode, and evaluation system of socialized education, as well as its application and implementation at different levels and fields.

(3) The impact and challenges of socialized Education: Analyze the enlightenment, promotion and reform of socialized education on educational psychology, as well as the difficulties, obstacles and countermeasures it faces [3].

2.2 Socialized Education, Education Market and Social Development

Education markets provide an objective measure of the quality of education and are important standards for socialized education. Marx and Engels discussed the socialist and other perspectives on the education market. Some scholars believe that the education market is the degree of education supply and demand or the allocation of educational resources. It is precisely because the education market is more scientific to a certain extent and educational science for social development. Historically, the education market can be traced back to ancient times, and its primary activities include educational transactions, educational competition, and educational innovation. The concepts and practices of socialized education are closely related to modern society development. As a result of socialized education, the education market has become an important tool for promoting social development. In the reform and opening up period, the main contribution of the education market theory was the introduction of market mechanisms and efficiency principles. Therefore, socialized education initially focused on measures of educational quality based on market standards.

3. The Challenge of Educational Psychology Brought by Social Development and Socialized Education

3.1 The Chaos of Educational Psychology: The Excessive Complexity of Social Development Causes the Imbalance of Educational System

Compared with traditional education, socialized education emphasizes the interrelationship between education and society and is characterized by openness, diversity, and dynamics. Despite some scholars' doubts that education is directly related to society, most scholars maintain that education can rationally evaluate society. Dewey et al. proposed a classical system education model, including goal, content, method, and evaluation. Since then, the model has become a typical tool of educational psychology, leading to the concept of educational systems theory [4]. Thus, the effect of education is the education system's result. These scholars believe that education is systematic and an "organic whole". Education will be effective only when all elements of education are coordinated. In addition, some scholars summarize the education system as an input-output model, i.e., a model based on resources and a model based on effects. The former focuses on input, while the latter focuses on output, that is, the quality of education. Although some practical failures have occurred with the education system theory, from the perspective of socialized education, it can reflect the interactive relationship between education and society. As a result, the concept of quality assurance has gradually become a consensus in research and practice with socialized education.

3.2 Educational Jail: the Operation of Teachers under the Influence of Social Development

The essence of the concept of educational jail focuses on teacher issues. Teacherization is the application of educational psychology thinking in socialized education [5]. In order to overcome the shortcomings of traditional education, the teacher quality framework has entered the research field as a new alternative model. The basic idea of this framework is that teachers should ensure the effective realization of educational goals; Set professional standards for educational output; Through observation, evaluation, feedback and other technologies to "capture" teacher behavior; Using quantitative or qualitative methods to measure the effect of teaching. The teacher quality framework reconstructs the role of teachers, emphasizing the need to enhance teachers' subjectivity and construct teachers' abilities, responsibilities, professionalism and innovation that are consistent with socialized education.

3.3 The Birth of Derivative Risks under the Conflict of Values

Values are the main orientation of socialized education, emphasizing the human nature of education and directly reflecting the value orientation of society and individuals through educational goals, content, methods and evaluations. Some components of the development of socialized education are gradually taking shape, and values and various evaluation systems are gradually receiving attention. However, from the perspective of educational psychology, some socialized education practices are still at the superficial stage, and are still inconsistent with the logical framework and generation mechanism of socialized education, which leads to risk issues. Risk issues are mainly manifested in the following aspects:

(1) Diversity and conflict of values: Socialized Education requires education to adapt to different social needs and personal expectations. However, it also faces collisions and conflicts with multiple values, such as nationalism and globalism, tradition and modernity, fairness and efficiency, etc.

(2) Distortion and deviation of values: Socialized Education requires education to reflect the real social and personal conditions. However, it is also affected and misled by some false and one-sided values, such as utilitarianism, money worship, consumerism, etc.

(3) Lack and emptiness of values: Socialized Education requires education to cultivate noble social and personal morals. However, at the same time, it also encounters the troubles and challenges of some deficient and missing values, such as moral decay, crisis of faith, cultural faults, etc.

Risk issues have proposed new topics and requirements for educational psychology, requiring deep research and exploration for value construction, transmission, realization, and evaluation.

4. The Coping Strategies of the Sustainable Development Process of the Socialized Education Industry under the Social Development Technology Challenge

4.1 Two-way Integration: Social Development Gets Rid of the Challenge of Education

4.1.1 The Improvement of Social Development Transparency for Achieving High-quality Teachers' Migration

High-quality teachers' migration is a basic link in socialized education and a core manifestation of education quality from the social development perspective. Therefore, socialized education takes teachers as the main generating logic. Teachers are the main participants in socialized education and the decisive subject of education quality. In this stage, socialized education strengthens teacher control from the perspective of social development, and it can take one of three forms: First, it is teacher mobility. To clarify the rational distribution of teachers between different regions and schools. Second, it is teacher evaluation. Achieve standardized control of teachers by formulating teacher qualification standards, teacher assessment standards, and disclosing teacher evaluation standards to the public. The third is the internal process reengineering of teachers. In recent years, information technology, artificial intelligence, and other scientific and technological means have enhanced teachers' abilities and improved educational efficiency. However, compared with social development, the current transparency of teachers still needs to be further improved. Figure 1 shows the sustainable development model of the education industry [6].

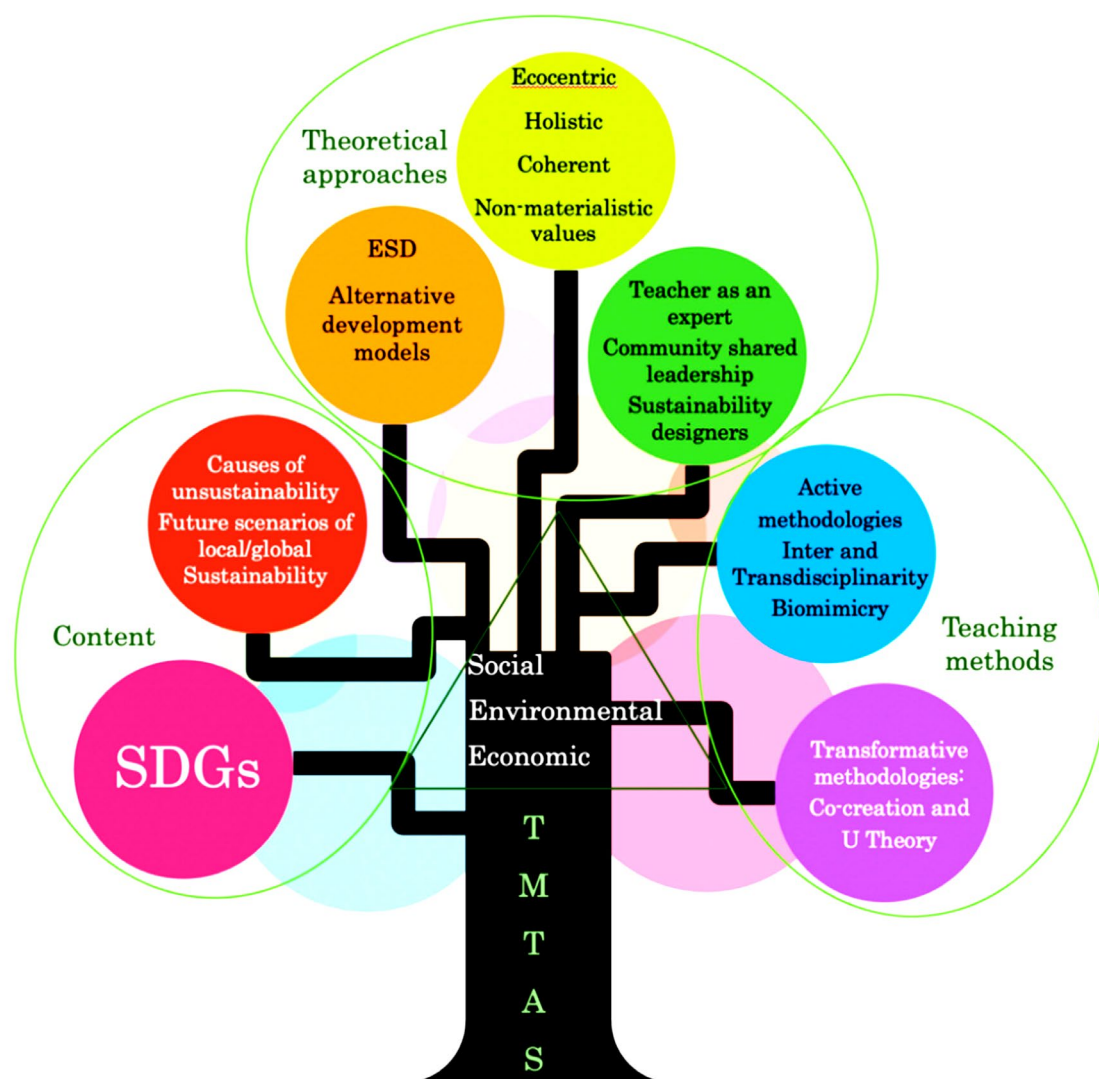


Fig.1 Sustainable development model of the education industry

4.1.2 The Upgrading of Teachers under the Social Development Domestication

Upgrading teachers under the domestication of social development is an advanced link to socialized education and improving education quality. Socialized education's value standard and quality criterion aim at social development, and teacher development mainly embodies specialization and innovation. In the value framework of social education, accurately identifying, meeting, leading, and transcending social needs is the core value and the highest criterion of teacher development. The current diversity of teacher types and differences in social needs have led to a stratified situation among teachers. Although some teachers have transformed from traditional to socialized teachers, the evaluation system is still incomplete, and the teachers themselves lack a self-improvement mechanism, resulting in "shortcomings" of the teachers and thus affecting the quality of education.

4.2 Collaborative Sharing: The Optimization and Governance of Socialized Education Coping System

From the perspective of the education system, a single education authority cannot accurately provide the resources and services needed for socialized education. Society's main method of evaluating education is satisfaction, but it lacks the necessary information and participation mechanisms related to education. However, education management is primarily about policy, planning, supervision, and other information, and education services are relatively scarce. Usually, educational services are challenging to obtain or measure. Information asymmetry and imperfect participation directly lead to obstacles to educational efficiency.

In order to solve this problem, socialized education needs to build a cooperative and shared system, that is, to let multiple participants share the responsibility and obligation of education and form a cooperative and coordinated relationship. The system of collaborative sharing includes the following aspects:

(1) Education authorities: As leaders and coordinators of education, they are mainly responsible for formulating and implementing education policies, plans, and standards. At the same time, providing public resources and services to supervise better and evaluate education quality and promote education innovation and reform.

(2) Educational institutions: As providers and executors of education, they are responsible for organizing and carrying out educational activities to meet social needs at different levels and fields, thereby ensuring and improving the quality of education and cultivating and developing teachers.

(3) Teachers: Their responsibilities as the primary source and promoters of education include developing and implementing teaching plans, imparting and guiding learning knowledge, cultivating and stimulating learning interest, evaluating and providing feedback on learning effects, and improving their professional development.

(4) Students: Their responsibility as objects and participants in education is to actively and proactively participate in learning, master and apply learning skills, develop and improve learning abilities, express and achieve learning goals, and enjoy and safeguard their learning rights as participants.

(5) Parents: As partners and supporters of education, they are responsible for caring and supporting their children's learning life, cooperating and assisting the school's educational work, participating in and supervising their children's learning process, and promoting and improving the learning results of their children.

(6) Society: As the purchaser and evaluator of education, it is responsible for proposing and clarifying expectations and requirements for education, providing and sharing resources and information, participating in and influencing decision-making and management, and evaluating and providing feedback on educational experiences.

4.3 Value Reversion: Correcting Values and Restoring Education

From the perspective of value, long-standing utilitarianism has restricted the improvement of education quality. Since the 21st century, social development based on integrating science and technology, economy, and society has reshaped educational goals through socialized education.

However, the shortcomings of traditional education still restrict the effectiveness of education. Not only because of the imbalance of educational resources but also because of the unreasonable evaluation of education, the quality of education has yet to be improved. Under the premise of socialized education, value reversion is regarded as a direct way to improve the quality of education. However, the practical effect of the value reversion based on meeting social needs on education remains to be discussed. At the same time, due to difficulties in values, education lacks intrinsic motivation. Therefore, value revision does not always seem to achieve the goal of socialized education. It can be seen that value revision is not only a technical problem but also a conceptual problem.

Socialized education needs to construct the concept of value reversion to solve the problem above, that is, to return education to its essence and meaning and form values consistent with humanism and socialism. The concept of value reversion includes the following aspects:

(1) The essence of education: Recognize and adhere to education's fundamental attributes and functions to cultivate people's all-round development and social progress.

(2) Educational significance: Clarify and reflect education's core goals and value orientation, realizing human self-improvement and social harmony.

(3) Educational principles: Follow and implement education's fundamental laws and norms, ensuring education's fairness and efficiency.

(4) Educational innovation: Explore and promote education reform and development, improving education's professionalism and innovation.

5. Conclusion

As social development has entered a new era, new challenges, and requirements have been raised for educational psychology research on school education and social development. Socialized education is not only a symbol of the "high quality" of education but also an important means to improve the quality of education. It is also an urgent need to achieve social progress and maintain social harmony, so it embodies education's humanistic requirements. Under the guidance of socialized education, educational psychology has developed a theoretical analysis framework and a practical mechanism that are in line with social development. In recent years, modern information technologies such as information technology and artificial intelligence have promoted educational innovation and empowered teachers through technology to further improve the accuracy and scientificity of education. Its value is in line with the inherent logic of socialized education. Therefore, technology-based education also provides a new path for educational psychology. Generally, the sustainable improvement and development of socialized education can help better meet social needs and promote the high-quality development of educational psychology.

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