

Research on the Innovation of Teaching Model of Social Psychology Course

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Abstract: The main content of social psychology is to study the interaction between individuals and others, individuals and groups, groups and groups, and the general law of the occurrence, development and change of psychological activities in specific social situations. Through the study of social psychology, students can deepen their understanding of their own physical and mental activities, understand others and society more deeply, and use the relevant knowledge of social psychology to solve all kinds of social and psychological problems actually occurring. Under the traditional social psychology course teaching mode, students' learning behavior lacks the initiative and creativity of exploration, and cannot guarantee a better learning effect. Therefore, we must innovate and reform the teaching mode of the social psychology course to improve the quality of teaching and promote the transformation of knowledge into ability. The article focuses on this issue.

1. Teaching Principles of Social Psychology

For a long time, social psychology course mainly adopts the teaching method, while students passively accept knowledge. In the whole process, students are less motivated to learn, unable to master knowledge, and neglect the cultivation of students' innovation consciousness and ability. To innovate the teaching model of social psychology Course, we must follow the following principles:

First, practicability. Social psychology is a subject closely related to real life. Its theoretical knowledge system also comes from the exploration and explanation of social actual psychological phenomena. The highest goal of social psychology learning is to apply social psychology knowledge to solve practical problems. The main goal of social Psychology teaching is to guide students to transform their theoretical knowledge into internal knowledge structure, and to transform this knowledge into practical ability and apply knowledge. Therefore, the teacher should consciously implement the linking theory with practice, emphasize the practicability of knowledge, and avoid the single infusion and abstract interpretation of the teaching process from theory to theory. To create more opportunities for students to go to society and to live, to explore and understand the intersection of knowledge and real life through the discussion and interpretation of social problems and phenomena, so that they truly feel the important value of learning social psychology.

Second, experiential nature. Students' cognitive process must be accompanied by emotion and will, and emotion and will will promote students' cognitive process. Therefore, in social psychology course, teachers should follow the experiential nature principle to enrich students' learning experience. Through the experience, students gain the development of cognition, emotion, will and behavior from the process of a certain situation or event. On the basis of the original knowledge system, students build a new knowledge system through learning behavior and further enrich their internal knowledge systems. Following the experiential nature principle in social psychology course teaching is not only a teaching method, but also an idea and idea. It highlights the interaction between teachers and students and the cooperation between students, and fully stimulates students' learning enthusiasm. Through do-it-themselves, students can deepen their understanding and perception of knowledge, improve the learning effect and the durability of knowledge memory.

Finally, explorer nature. Exploratory nature teaching is not only a teaching method, but also a teaching principle, which emphasizes students' autonomy, exploratory nature and development in learning behavior. Following the exploratory nature principle in the teaching of social psychology course is determined by the characteristics of the course. On the one hand, exploratory nature

teaching is an important feature of higher education. The teaching and learning itself is a process of exploring unknown knowledge; it is also a necessary way to develop college students' innovation ability. On the other hand, the theoretical system of social psychology is still in the stage of continuous exploration. Therefore, the course teaching of social psychology should run through the exploratory nature principle to develop students' exploratory consciousness, critical consciousness and innovative consciousness.

2. Teaching Innovation Strategy of Social Psychology Course

2.1 Reform Teaching Target

Under the traditional teaching model, the teaching objective of Social psychology focuses on the students' mastery of basic concepts and theories, while ignoring the students' ability to apply the knowledge of Social psychology to analyze and solve practical Social problems. There is a serious problem of "emphasizing theory over practice". Therefore, it is necessary to reform the teaching of Social psychology course and set new teaching objectives. The basic goal of social psychology is to apply social psychology knowledge to explain social life, understand social behavior and solve social contradictions. Therefore, the new learning goal requires students to grasp the relevant practical ability technology and methods on the basis of understanding the basic theoretical knowledge of the course, and learn how to apply social psychology knowledge to analyze and solve social problems from the perspective of social, cultural, interpersonal interaction and other diverse perspectives. In the actual Course teaching, students can continuously improve the basic theoretical knowledge system of Social psychology through the study of classroom theory. Through extracurricular experiments and investigations, students will be deeply involved in social life, have a deeper understanding of various social psychological phenomena, and try to explain social psychology and social behavior, and apply social psychology knowledge to solve social life events.

2.2 Reform Teaching Methods

Rich classroom teaching methods can not only create a good classroom teaching atmosphere, but also stimulate students' interest in learning, improve learning enthusiasm and improve learning effect. Therefore, in actual teaching, teaching methods should be reformed and diversified teaching forms should be adopted.

Application of Psychological quiz in Classroom Teaching

College students are more interested in psychological quiz, so teachers can arrange some relevant psychological quiz in combination with specific teaching content to stimulate students' interest in learning, such as personality test, self-awareness test, subjective well-being test and so on. For example, when learning the relevant content of "socialization factor", the teacher can first let the students carry out self-personality test, through which the students have a certain understanding of their own people, such as introverted or extroverted, nervous type, mixed type and so on. Teachers then draw relevant learning content from psychological tests, such as bio-genetic factors and social environmental factors that affect socialization. During the whole process, teachers and students can discuss how to apply curriculum knowledge to actual learning, life and work. The teaching atmosphere is relaxed and active. Students can clearly understand their personality characteristics, and constantly optimize their personality characteristics in the follow-up growth, so that they can better adapt to the social environment.

Learning in Groups

Group cooperation learning helps to improve students' interaction and self-exploration ability. In the teaching process, the teacher can divide the students into several groups. The group members will collect the materials after class, sort out and study them, discuss and study them in class, show the research results and report to everyone. For example, when learning the relevant content of "social frustration", the teacher can arrange research topics for students: analyze the current situation, causes and countermeasures of college students' frustration, and ask students to design the "question questionnaire of college students' frustration mentality" by the students, through the

network and the scene. The questionnaires were distributed by other channels, and survey reports were prepared based on the results of the questionnaire survey to analyze the situation of college students' frustration. Then report the research results in the classroom. The form of the report can be PPT explanation, or it can be a discussion report, or it can be performed in the form of a short play. Group cooperation learning can not only stimulate students' learning initiative, but also students can deeply comprehend the general law of social psychological development through class discussion and after-class research, improve the classroom teaching effect, grasp the research methods of social psychology, and improve students' team cooperation ability.

Using Video Case Teaching Method

Social psychology widely exists in all aspects of social life, and the classroom for only a few minutes cannot show the reality of a wide range of social life. Therefore, the video case teaching method can be used to help students understand the knowledge points reasonably. In the actual teaching, the classic laboratory experiment video, street experiment video, movie or TV series life clips video and so on in the history of psychological research can be used as classroom teaching materials to help students more intuitively and vividly interpret social psychological phenomena. Of course, before the teaching, the teacher should organize the video of the case and make it more in line with the classroom teaching requirements through reasonable editing. Video case teaching can display abstract psychological knowledge more vividly, help students better understand classroom knowledge and ensure the effectiveness of classroom teaching.

Role Exchange between Teachers and Students

In the classroom teaching of colleges, the enthusiasm of students is relatively low. In view of this situation, the teaching style of teacher-student role exchange can be used to stimulate students' initiative. For some content with strong practicability and relatively difficult knowledge points, it can be explained by students. For example, when learning the relevant content of "three main ways of social influence", the teacher can divide the students into a study group of about 10 people. The group leader is selected by the group members. Classroom explanatory materials are prepared for the content of the course. Classical explanatory materials include text materials and video materials. The explanatory contents mainly include the meaning of relevant concepts, classical experimental studies and the causes of influence. Vegetarian and so on. Next, the group leader divides the work among the group members. Different members can organize text data, collect image data, make PPT and explain it. Next, each group is responsible for presenting and explaining the courseware to the students in front of the stage. Finally, the teacher comments on the explaining situation, including students' language expression ability, interactive ability, data quality, teaching attitude and so on. This teaching mode of teacher-student exchange can provide students with a good opportunity of self-control and self-management, and stimulate students' spirit of inquiry and learning enthusiasm.

2.3 Reform Teaching Content

The existing Social psychology textbooks contain a lot of content, such as Western concepts, theories, related experiments, methods, a large number of practical cases, and some excellent research results related to China's Social psychology. Although the content is rich, due to the lack of systematic thinking and systematic innovation, the content of the textbook does not match the actual needs of the students. The knowledge that students are exposed to is complex and cannot guarantee the actual application effect. Therefore, teachers should reform the current social psychology teaching content, cause characteristic teaching materials, and constantly enrich the teaching content system. Firstly, in terms of knowledge content, characteristic textbooks do not simply delete or revise the original textbooks, but redefine the content system of each chapter based on the actual situation. Secondly, in the aspect of goal orientation, the construction of characteristic textbooks should strengthen the renewal of knowledge content, infiltrate research consciousness into the knowledge system, and not only cultivate students' exploratory spirit, innovative spirit and research ability. In addition, in terms of structure and form, social psychology teaching content is more three-dimensional, including paper version, electronic version, network version and other forms.

2.4 Reform the Way of Course Examination

Traditional social psychology course has the problem of emphasizing theory over application, so it is necessary to reform this course assessment method. The total score of students can be divided into two parts: the usual score and the final test score. The usual score includes students' classroom performance, attendance and homework completion. The final examination can be combined with the examination paper test and small papers, which can not only examine the students' theoretical knowledge, but also evaluate their comprehensive application ability of knowledge. At the end of the term, the teacher can choose several hot social issues and guide the students to determine several research directions based on psychology, combining the course content and the specific situation of the students. The students can draw up their own topics. After the teacher checks and confirms, they can consult the materials and write the papers.

3. Conclusion

In short, social psychology is an important course in China's higher education system. There are many problems in the traditional course teaching mode. In the actual teaching, the teacher should combine the actual situation of the students to innovate and reform the existing teaching mode to improve the effectiveness of course teaching. In the specific implementation process, we should reform the teaching objectives and emphasize the practicability of knowledge; in the teaching methods, we should adopt a combination of various teaching methods to improve the effectiveness of classroom teaching; in the teaching content, we should improve the systematicness of classroom teaching; in the teaching evaluation, we should pay attention to the formative evaluation of students. Of course, teachers should also constantly improve their professional ability, in order to constantly improve the teaching system, improve the teaching effect.

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