

2014

BioTechnology

An Indian Journal

FULL PAPER

BTAIJ, 10(15), 2014 [8589-8594]

The development and design of the activity lesson of psychological health education based on constructivism

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ABSTRACT

The establishment of psychological health education course is an inevitable choice for psychological health education of school. Since it is unlike other subject teachings that are often employing the way of transference of static knowledge instead it applies various activities to carry out the teaching which decides the difference of teaching design between the psychological health education course and other courses. As long as teachers make an accurate positioning of psychological health education course the teaching design of the course would be feasible and effective. From the practices in recent years, we find that the implementation of psychological health education course in primary and middle high schools is unbalanced in which the mechanization and disciplinization are highly exposed in the course of psychological health education. In order to make the working system of psychological education more mature and comprehensive, the development and design of the course must be in accordance with the principle of student-centered so it would achieve its validity. The essay starts with the perspective of constructivism to analyze the activities of psychological health education of school. After analyzing the dilemmas of psychological health education has faced, the essay conducts the theoretical exposition on 'student-centered' teaching design of constructivism of psychological health education and provides the introduction and analysis of the development and practice of the course and the paradigms and analysis of teaching design.

KEYWORDS

Psychological health education; The activity lesson of psychological education; Constructivism; Student-centered; Course development and teaching design.



Over the past decade, scholars from theoretical and practical fields and a great number of teachers has conducted multidirectional investigation and practical exploitation on the psychological health education in the primary and middle schools. So far it still exist many contradictories and dilemmas to cope with immediately. For example, school leaders and teachers put more emphasis on the acknowledgement of psychological health education but few do little in practice; the contradiction between the diverse needs of students' psychological health and the serious hysteresis of psychological health educational analysis; schools and parents pay high attention to psychological health education accompanied with the psychological teachers' highest passionate to carry out the course yet lacking of the guide of theoretical technique in practice; the contradiction between a great amount of psychological needs and the serious deficient all time psychological teachers.

Constructivism, produced from the basis of analyzing the kids' cognitive development, not only forms a wholly new study theory but also gradually forms a wholly new teaching theory. The study theory of constructivism stresses the student-centered in which it demands students of negative receivers stimulated by the outside world and the target of knowledge receivers to turn into the main part of information processing and the active constructors of meaning of knowledge. Also it requires teachers of the initiators and infusers of knowledge to turn into the helper and promoter for students in their active constructing the meaning of knowledge. It is totally sacrificing the traditional teaching mode that is teacher-oriented and knowledge transference and taking students as the target of knowledge infusion. This means that the corresponding teaching theory of constructivism with the study theory of constructivism suits the nature and characteristics of the activity course of psychological health education and would deduce the aims and objectives of the course to the most sufficient and thorough.

THE TEACHING THEORY OF CONSTRUCTIVISM

The teaching idea and basis of constructivism

Piaget is the first who put forward the concept of constructivism. He holds that kids gradually construct their acknowledgement about the outside world through contacting with the things around them so that their self cognitive construction could develop. Scholars like Stern berg, Kolberg, and Katz further develop and improve the theory of constructivism which has provided a prerequisite for employing the theory in the teaching practices.

Some related theories about constructivism promote students' subjectivity and initiative that means the transformation of the role of teachers. According to constructivism, the teaching design should take student-centered as the focus and the main body in the study and teacher functionalizes as the helper and promoter for students' study. The teaching methods of constructivism especially stress the situations created by teachers and lead students to cooperative study at which students can accomplish the construction of meaning of knowledge. The establishment of this kind of teaching theory has provided a theoretical basis for the present foundation of teaching mode. The ways of teaching design of constructivism are scaffolding instruction, anchored instruction, and random entering instruction.

The principle and content and procedures of teaching design of constructivism

A general glance of the main periodicals of educational technology abroad in recent years and the assorted publications of the theory of constructivism in the international meetings, we can generalize the used principles of teaching design as follows: student-centered; focusing the important function of situation in giving meaning construction; stressing the key position of cooperative study in sense-making; emphasizing the design of study environment rather the teaching environment; paying more attention to collect various information for study rather teaching and highlighting the final objective of teaching of study process is to accomplish the meaning construction rather the teaching objectives.

In accordance with the above analysis, we hold that the teaching design of constructivism includes the contents and procedures as follow:

First, the analysis on the teaching objectives that would focus on the whole subject and each teaching unit in order to decide the topic of the knowledge students are going to learn.

Second, teachers should create the scenarios related and real as much as they can.

Third, the design of informational resources, which, indicates to ensure the types of informational resources students need in learning the subject and the various functions of each informational resources in studying the subject. Teachers should assist students in where to get the related information and how to attain and effectively make full use of it if students find it hard to do the work.

Last, the design of independent study, teachers should make different teaching designs in order to be compatible with students' assorted independent study. If it is scaffolding instruction, teachers should establish a related conceptual framework around the above mentioned topic. If it is the anchored instruction, teachers should ensure the real incident and questions existed in our daily life according to the above mentioned subject in a related practical scenario. If it is the random entering instruction, teachers should create different scenarios of above mentioned subject form different aspects and angles in order that students could easily enter any kind of study scenarios. No matter what kind of teaching methods teachers would apply they should firmly take the student-centered as the basis.

THE DEVELOPMENT AND DESIGN OF THE ACTIVITY COURSE OF PSYCHOLOGICAL EDUCATION

The design principles

First, the systematic principle which requires three dimensional systems: the system of the characteristics of psychological development of students' age; the system of the content of psychological health education of each stage; the system of the continuous development of the society.

Second, the principle of subjectivity in which psychological health education course is implemented under the student-centered principle. Students join in the development, implementation, evaluation of the course.

Third, the principle of scenarios in which all students' psychological activity is in relation with the real situations in daily life. The topic of the activity of psychological education should be in accordance with the topic of real daily scenarios. Only in this way can students suit the related and certain experiences and assimilate and conform the new concept. Finally they can achieve the target of the construction of the meaning of the new concept.

Fourth, cooperative principle in which students contact with people and things around them especially communicating and discussing with their teachers and companions. And they should work together to create the scenarios and be part of it.

Fifth, generative principle in which psychological educational activity possess the generative nature which means that every mental activity is organic integrity rather a mechanic objective to achieve. The total planning and careful design of the activity course of psychological education is not hindering its generative nature but make the generative nature more directional and effective in the classroom teaching.

Sixth, the principle of operability in which psychological health education course is deeply hated the unreal, big and general teaching objectives instead it demands each specific teaching objective to be implemented through concrete and vivid content to express and accomplished effectively.

The content of teaching design

According to the teaching theory of constructivism, the design of the activity lesson of psychological education should contain the design of teaching objectives, teaching scenarios, teaching informational resources, the social circumstance of teaching, the ways of students' study, the assessment of the validity of study, and the way of strengthening exercises. The specific accounts are as follows:

The teaching objectives of the course should be in accordance with *Mental Health Education in Primary and Secondary Schools* and should embody the teaching objectives appeared in the *Guidance Outline*. They are Figure 1 as follow:

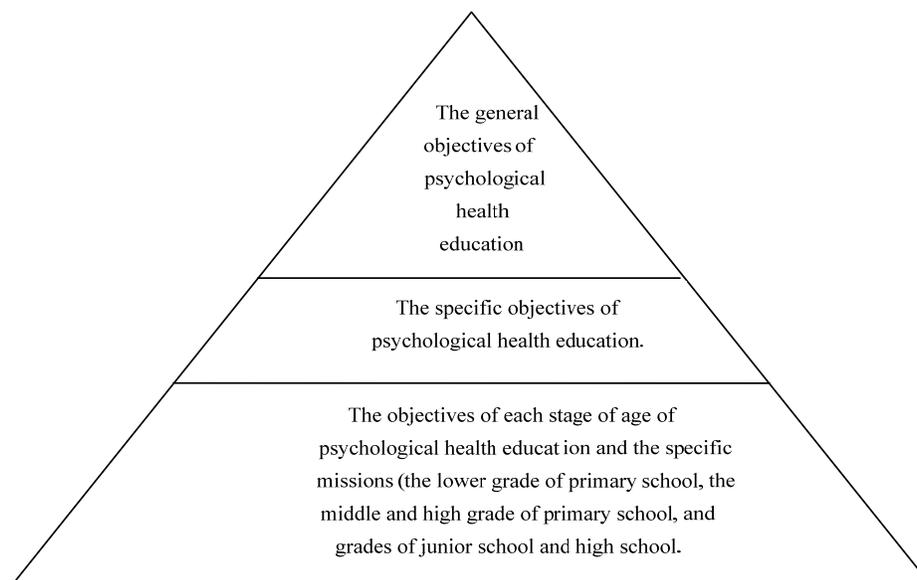


Figure 1 : The systematic objectives in guidance outline of psychological health education

The scene design is the design related to some specific situations and teaching atmosphere of the teaching plan including the design of atmosphere, the design of experiencing roles-playing, and the design of games.

Information resources indicate the accomplishment of teaching objectives and the embodiment of the teaching subject. Teachers and students are together to undertake the acquisition of the information.

The information attained by teachers are: the information resources of political policies, society, the mental state of students and the profession of psychological education. They get that from TV, newspaper, files and so on.

The information resources got by students are: the economic situation of community, the situation of security, the way of living of residents, the history of family and so on.

In accordance with the idea of constructivism, the ways of independent study can be the outlining scaffolding instruction, the anchored instruction which analyze the real incidents, the knowing of the same things through different perspectives. What ways that one choose from depends on what psychological activity connect with. The ways of students' independent study could be observation, reading, reflection, self examination and so on.

In the circumstance of class, the atmosphere of cooperative study is very likely to set up. Meeting with different needs, cooperative study could be reached through communicating thoughts on reading, the sharing of success, team discussion, argument between teams and so on. In this way, a democratic and helping each other, sincere and pleasant cooperative atmosphere could be met and achieve the best function of each individual.

As for teachers, teaching validity should have certain assessments. It includes whether the illustration of psychological knowledge is vivid and imagery, concise and popular and scientific and standard, comprehensive students' attendance, and the atmosphere is lively and in a good order or not.

Comparing to other exercises of other subjects, psychological educational exercise is an exercise of activity which focus on the process rather the result, respect the uniqueness of each individual' activity, stress the sharing of individual, and is not requiring the united standard of assessment. The way of exercising could be independent by oneself and cooperative with teams.

The design of class organization

After clarifying the objectives of psychological health education course, teachers should do the organizational work well in order to acquire the supposed effects. The design of organization contains the three aspects just as follow: the organizational design of beginning the class, the organizational design of the activity underway, the organizational design of ending the class.

At the beginning of a class, teachers should stimulate students' initiative to join in the class, clearly define the teaching objectives and promote mutual trust and understanding with students. The ways of beginning a class follow in these procedures: warming up with the game, next the teachers' introduction of the objectives and the plan of the course, last the students' introduction.

At the ongoing period of the class, teachers should guide the student to think some certain specific questions and express their points of view bravely and foster the communication and discussion among students. After teachers grasp what the student has expressed, they will retell what the students has said to the students. In this point, students can know that teachers understand what they had in their thought in the classroom teaching. Meanwhile students can well understand their teachers and easily establish a relatively friendly relationship with their teachers that would more or less promote the implementation of the classroom teaching. At mean time, students can well know themselves in an objective way and have a chance to change. In the process of making feedback, teachers not only express what the students has not told but also benefit the communication with their students. When student shun their responsibility and find excuses for their false, teachers need to question students face to face and let them think independently and bravely face the truth and be a good boy again.

At the ending of the class, teachers can employ the way of retrospect and self criticism, planning and expectation, and blessing and farewell to call an end of the course.

TEACHING PRACTICE AND ANALYSIS OF THE ACTIVITY LESSON OF PSYCHOLOGICAL EDUCATION

Aiming at investigation and survey to conduct the teaching design of psychological health education course

The aim of carrying out a research is to guide the practice. In order to put the teaching theory into practice, many investigations and survey has been made and are taken to the practical teachings.

First, Teachers should understand students' mental state through their psychological file. In addition, they can know well students' mental needs by questionnaire survey, inquiring students before class, and discussing the teaching plan together with their students. Aiming at comprehending the psychological needs of students, teachers create a friendly atmosphere of classroom teaching and provide a basis for the implementation and development of the class.

By above investigation and survey and seriously analyze the traits of students' psychology, the teaching aim of psychological education of our school is to make students know themselves, form a accurate self cognition, cultivate a healthy psychology, being able to actively face study and interpersonal communication, and have a healthy cognition about their future careers.

In the content planning, teachers should guide students to form a right self cognition and let student know themselves well through more professional way of cognitive psychology.

In the design of the course, for instance, teachers take the subject of 'paying attention to psychology and love yourself' into many units.

In the teaching activity, teachers constitute a lively atmosphere by using passionate speeches and outspoken attitudes. And with the background music, students can be more candid to talk about their inner world with their teachers. In

the classroom, students are active to express their idea bravely and discuss freely. A lively atmosphere of classroom teaching is formed naturally and the course would go on in a good order.

Launching the evaluation of the teaching effect of psychological health education

To fully understand students’ needs and efficacy of attending a lecture, the practical effect of the course should be examined. Here we use the question of the effect of the course should carry out the psychological health education course as a case. We can learn the effect of the course through questionnaire and statistic analysis.

The questionnaire is conducted in three classes which have open the psychological education course in which class A has 45, class B 39 and C class C 53. This has been given in the final class and taken back on spot. In the process of conducting the investigation and survey, we comprehensive consider the tending choices and use quantization (Figure 3.2) to give a suitable weight. Now we apply the math expectation equation to calculate and settle and obtain the result of investigation: 99% of students hold the settlement of psychological education course is highly acknowledged. As for the needs of psychological health education, its results are just as follow TABLE 1.

$$E(X) = \sum_{k=1}^n x_k p_k \tag{1}$$

TABLE 1 : The needs of psychological health education

	Student number	Percentage
Interpersonal relationship	125	91%
Emotional regulation	123	90%
Self knowledge	97	70%
Career planning	75	55%
Psychology of love	70	51%
Setback and its solution	56	40%
The study psychology	49	36%
Others	40	29%

The investigation shows that interpersonal relationship, emotional regulation and self knowledge is the three aspects that students pay high attention to them. This demonstrates that students has the real practical need to cope with the setbacks and confusions occurred in their daily life and meanwhile corresponds to some related sources that the outstanding embodiment of the youth’ psychological obstacles of our country is the interpersonal relationship, emotional stability and adaptability.

CONCLUSION

From a mind of unconsciousness to consciousness in applying the teaching theory of constructivism in the psychological health educational course, I am deeply experiencing the theory of the basic principles of stressing student-centered, students’ individual experiences, the development and usage of all information, create the real daily scenarios, and the independent study in an cooperative environment and so on which indeed has brought about a great vitality to the class teaching and make student benefit highly not only in their minds but on their soul.

However lots of barriers are in the way of launching the psychological health education course: demanding abundant information and resources; needing a media facility of high interactivity and loose environment; providing enough independent study time and the time for experiencing life for students; requiring teachers of high skilled organizational ability and the controlling ability on spot. Therefore the development and design of the activity lesson of psychological health education course based on the guidance of teaching theory of constructivism would have different treatment and attitudes when facing with schools of distinct teaching ideas and various teaching conditions. Yet it is a guide and ideal for the reform and development of the course and the ideal is reached through the gradual improvement of the school’s condition of our country and the implementation of the reform of the course.

Psychological health education course is an efficient way to form a good mental state that is hard to be overwhelmed but keeping a clean soul would be the most easy way for all of us to do only by ourselves. To Practice will prove: the corresponding teaching theory of constructivism with the study theory of constructivism suits the nature and characteristics of

the activity course of psychological health education and would deduce the aims and objectives of the course to the most sufficient and thorough.

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