

Research on Happy Teaching Method in the Course “Labor Psychology”

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Abstract: Traditional teaching methods rely on the text books, teachers analyze problems, clarify the logical structure of materials, and focus on the teacher’s explanations, so that to promote students’ understanding. As long as teachers really see students’ thinking activities as their teaching center and seek students to participate whole heartedly, students can be interested in study, and gradually new teaching methods can play its due role. By the designation of incentive system and the reform of assessment methods which can create happy approach and meet the needs of the students inside, encourage students to take the initiative to learn, fun to learn, to achieve a series of educational goals such developing students’ ability to use knowledge, professional thinking skills, logical thinking and language skills.

Keywords: Happy teaching methods, Labor psychology, Traditional teaching methods

1 Introduction

Traditional teaching methods rely on the text books, teachers analyze problems, clarify the logical structure of materials, and focus on the teacher’s explanations, so that to promote student understanding. However, teachers’ knowledge and thought processes of the mind does not naturally “transplanted” to the student’s head, whether students understand what the teacher teaches not only depends on the logical thinking ability and language skills of teachers, but more depends on the initiative of students. As long as teachers really see students’ thinking activities as their teaching center and seek students to participate wholeheartedly, students can be interested in study, and gradually new teaching methods can play its due role.

2 Main Problems of the Current Classroom Teaching

2.1 Whether students pay attention to what the teachers say in class are related to the effectiveness of teaching students tend to concentrate on something interesting, and they are in the absent-minded to things which they are not interested in. How to attract the attention of students has become a key point and difficulty in teaching.

2.2 Supplementary information

Supplementary information includes after-school reading, case studies, papers and other supporting information which is required to be further enriched.

2.3 Education reform achievements

There are lack of education reform achievement, teaching seminars and academic exchanges with the outside world.

3 Objectives and Main Contents of Course Reform

The course “Labor Psychology” researches on people’s emotions, personality and other human characteristics, paying attention to individual differences, the complexity and interaction of groups, reflecting lack of industrial development in the humanistic aspects through the analysis of human

psychology, especially in the process of China's economic reform and opening up as well as economic construction and development. The phenomenon that labors demand in the psychology is neglected and common.

3.1 Reform ideas

As long as teachers really see students' thinking activities as their teaching center and seek students to participate whole heartedly, students can be interested in study, and gradually new teaching methods can play its due role. Teachers' knowledge and thought processes of the mind do not naturally "transplanted" to the student's head, whether students understand what the teacher teaches not only depends on the logical thinking ability and language skills of teachers, but more depends on the initiative of students.

3.2 The methods and goals of reform

By the designation of incentive system and the reform of assessment methods which can create happy approach and meet the needs of the students inside, encourage students to take the initiative to learn, fun to learn, to achieve a series of educational goals such developing students' ability to use knowledge, professional thinking skills, logical thinking and language skills.

3.3 The main content of reform

3.3.1 The reform of teaching methods

Happy teaching means to experience the feeling of happy and rewarding in learning. Happy teaching not only makes students study master certain knowledge, but also helps students stimulate intrinsic motivation and shape ability learning autonomically, so that they can obtain happiness and sense of accomplishment from this process. Happy teaching that is, by following the law student's psychological development, taking lively teaching methods to inspire students' positive emotions, creating a good atmosphere in the classroom so that students get a positive learning state, successfully acquire knowledge, develop the ability and produce more intense curiosity.

3.3.2 The incentive system of reform

Using competition law, divide students into two teams, the Flying Tigers and Snow Leopards, shaping compete and cooperate situation. Only when the incentive system adjusts to students psychosocial needs and mental activity patterns, can we get a good teaching.

4 The Specific Practices of Reform

4.1 Make efforts to create a pleasant atmosphere in the classroom-happy teaching

4.1.1 Exploration of happy teaching methods

Happy classroom teaching can create a relaxing and free atmosphere, a comfortable mood, complemented by multimedia teaching tools and a variety of teaching methods. Teachers should combine textbook content with today's hot issues as soon as possible and they should also set questions, scenarios, inspire and mobilize the enthusiasm of students, using all kinds of ways including guidance, teaching, student thinking and brain storming discussions, case law, scenario simulation, role playing, record and video with lectures to guide students to relax, sooth body and mind, think positively, actively participate in the teaching process, so that the students willing to learn, practice and memorize. At the same time, happy classroom teaching can stimulate student interest in learning to mobilize the enthusiasm of students and improve classroom efficiency.

4.1.2 Organize teaching activities according to the students' practice

This part main refers to the following aspects: whether teaching materials are selected so that students feel both challenging and rewarding, whether teaching methods are diverse, whether to make positive recognition, whether to avoid demeaning evaluation, whether negative evaluation is objective, and whether to state successful aspects, while criticizing.

4.1.3 Create an atmosphere to cultivate students' confidence

The cultivation of students self-confidence in everyday teaching attribute to creating a harmonious, warm, positive atmosphere so that students will not be awkward if they are wrong at class. All of student's progress should be taken seriously and students get sense of accomplishment rather than frustration while involved in classroom activities. Stimulate students' enthusiasm for learning, and make them obtain knowledge in a relaxed atmosphere and develop skills so that they produce more intense thirst for knowledge and, ultimately, enhance the knowledge and ability.

4.2 The selection of teaching material-the support of happy teaching

Teachers should instruct knowledge with fashion element, select material result from life the student needs and use these materials combined with a variety of teaching methods.

4.2.1 Star

Students like Korean plays and stars. In the interpretation of the reasons for interpersonal conflict, use fragments in the "heirs" where the 2014 Asia's Top 10 Men of God crown Lee Minhoo plays.

4.2.2 Web hot spots events

For example, explain differences in cognition and ideas with the fact that the main land children urinate in Hong Kong causing the conflict, and over 60% of users said that Hong Kong people are biased to this mater.

4.2.3 Historical allusions

For example, when talking about a compromise strategy, use six-foot lane allusion.

4.2.4 Entertainment hot spots

For example, in the interpretation of imitation and innovation, use the fragments of 2014 hot comedy show "Swordsman".

4.3 Design incentive system - to meet the needs of students

4.3.1 A basic principle of design of incentive system

Only when the teaching content, teaching methods adjust to students' psychological needs and mental activity patterns, can teachers obtain the best teaching results. Therefore, the analysis and evaluation of classroom teaching strategies is necessary. Psychologist Hay puts forward "immersion theory." The so-called "immersive experience" means that "fun and realize achievement." When addicted to something, "ears do not hear out of the window." In fact, every student born with a passion for learning and the teacher is to help students pursue their own values and experiences getting immersed.

4.3.2 Combine teaching and research

During the process about National Social Science Fund search I chaired, I visited a number of companies. Research shows that: companies specially pay attention to how to manage 90-employees. I am thinking of put corporate incentives for employees and my thought about the labor relations atmosphere into classroom atmosphere creating and the design of incentive systems in.

4.3.3 Specific incentives

When you learn and earn, think and harvest, especially if you can create some new things, you will produce a "peak experience".

Race Pedagogy. According to the characteristics of the course, the class is divided into the Flying Tiger sand snow leopards team (to enable students to form a competitive situation), and teachers set LOGO. Two teams compete, comparing their record. Students get involved get "spot praise" points, and point are cumulated frequency.

Design principles: make students cooperate with the teacher among competing in the classroom, enhance students' enthusiasm in learning process, and joyfully and easily complete the task of teaching. Students' little success should be discovered and praised in time. In teaching activities, it's important to encourage and praise students. Everyone wants to get the recognition and praise of others, especially students. Each student hopes to get the teacher' support when he makes little progress. For a student with progress or good performance, give them recognition timely. Timely, sincere and just the right recognition can make improve the enthusiasm of the student. So teachers can find students' bright spots

easily and guide and use them. Meanwhile as they are appreciated, help them generate greater motivation to learn.

Encourage students to propose new and interesting ways to play the dominant role of students. Only students feel happy by involving in the classroom activities, their enthusiasm for learning can be waked up, stable interest in learning can be formed, thereby the quality of classroom teaching can be enhanced.

4.4 Examination reform—you control your scores

4.4.1 The purpose of the activities

Develop students' intellectual curiosity, enhance the ability to think the professionally and logically, communication skills and ability to market their own consciousness. What matters is that combining knowledge with life, study and work and applying their knowledge. Learning ability can create competitive ability and strengthen ability to get a job!

4.4.2 Ratings reform (examine attitude of doing things, language expression, etc.)

Scores public judges (all students) mark account for 2/3 and teachers mark account for 1/3. Improve ability to do things through this reform of scoring, so that students pay attention to and participate in study fully and learn the experience and lessons from other students.

5 Conclusions

5.1 Classroom atmosphere

Create a relaxing atmosphere in class through multimedia teaching tools and a variety of teaching methods, to create free environment, a comfortable mood, relaxing atmosphere for students.

5.2 Students' participation

This study aims to help students to actively participate in activities at class and inspire them to study after class by incentive systems meeting the needs of the students inside. Teachers' knowledge and thought processes of the mind does not naturally "transplanted" to the student's head, whether students understand the teacher teaches not only depend on the logical thinking ability and language skills of teachers, more dependent on the initiative of students. Teachers' knowledge and thought processes of the mind does not naturally "transplanted" to the student's head, whether students understand the teacher teaches not only depends on the logical thinking ability and language skills of teachers, but more depends on the initiative of students.

5.3 Knowledge master

The purpose and the requirements of this course are: to enable students to understand the basic concepts of psychology and basic methods of this course more comprehensively and systematically so that students are familiar with the ability of workers, the workers' emotion, labor groups and other laws, to address such problems as labor goals, motivation, burnout and other issues, etc.

5.4 Capacity building

Develop students' abilities such as knowledge applying and professional thinking skills, logical thinking skills and language skills, etc. Meanwhile, pay close attention to the new problems and new trends of working environment to ensure teaching is contemporary. What's more, take a variety of delightful teaching methods, competitions in teaching and other methods to raise students' ability, and achieve the goal that theory, cognitive and behavioral shaping unitize.

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