

Application of Case Story Method in Psychology Teaching of Vocational Education

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Abstract: As an important component of the Chinese education system, vocational education, with the goal of cultivating high-quality application-oriented and compound professionals, plays an important role in education. Under the guidance of the overall framework of "Core Development Literacy of Chinese Students", vocational education has increasingly paid more attention to psychology teaching, focused on enhancing students' psychological quality through psychology teaching, and promoted the development of students' core literacy. The case story study is an effective psychology teaching method. This paper mainly analyzes the important value of case study in psychology teaching of vocational education. On this basis, this paper discusses the practical application strategies of the case story study in psychology teaching of vocational education, hoping to provide some references.

The psychology of vocational education is a branch of vocational education, with high adaptation with vocational education. It aims to promote the formation of good psychological quality among vocational education students, so as to improve the overall talent training quality of vocational education. [1] In the traditional psychology classroom of vocational education, teachers often take a one-way linear way to inculcate the theoretical psychological knowledge to vocational students. Students' participation in the psychology of vocational education is often limited to simple listening to lectures and taking notes. In the passive position, students' learning initiative cannot be fully exerted. Moreover, this solidified teaching method is difficult to help students form a deep understanding of psychological knowledge. The case story study takes the case story as the knowledge carrier. By organizing students to analyze, write, discuss, communicate and share the cases, it helps to enhance students' understanding of the teaching content and master relevant application skills and methods. By applying the case story study to the psychology teaching of vocational education, teachers can break through the limitation of traditional teaching mode effectively and improve the teaching quality of psychology comprehensively.

1. Important Value of Case story Study in the Psychology Teaching of Vocational Education

1.1 Enhancing the Overall Effectiveness of Psychology Teaching

Constructivism theory holds that in teaching practice, teachers should take students as the subject and mobilize students to independently complete the construction of the meaning of teaching content.[2] With case story study, teachers restore students to the subject of the class by guiding them to analyze and discuss the case. In the process of analyzing and writing case stories independently, students construct their own understanding of psychology teaching content, which is conducive to stimulating students' learning enthusiasm and improving the effectiveness of psychology teaching.

1.2 Helping Students to Maintain a Healthy Psychological State

Under the background of the accelerating process of global cultural integration, all kinds of

thoughts flood into vocational colleges and have a strong impact on students' state of mind. Due to lack of value judgment, vocational students are easily affected by negative thoughts such as money worship and hedonism. At the same time, students in vocational colleges usually have great emotional fluctuations and are easily dominated by negative emotions, which will have a negative impact on their life and study. In view of the above situation, vocational colleges must pay more attention to psychology teaching. By introducing the case story method, teachers can further deepen students' understanding of relevant knowledge, help students find out the direction of career development, and cultivate students' ability to regulate their emotions, so as to help students maintain a healthy psychological state.

1.3 Increasing Students' Core Professional Competitiveness

With the continuous development of the times, the society and the job market also put forward higher requirements for talents. Students in vocational colleges not only need to master basic professional knowledge and professional practical skills, but also need to master good communication skills, such as self-regulation ability and pressure solving ability. By applying case story study in the psychology teaching of vocational education, teachers can expand the teaching theme of psychology under the support of case story. By introducing case story related to students' major and professional practice, teachers can further promote the enhancement of students' core professional competitiveness.

2. Practical Strategy of Case story Study in the Psychology Teaching of Vocational Education

2.1 Understanding Students' Psychological State and Strengthening Psychological Guidance

The main purpose of psychology teaching of vocational education in vocational colleges is to promote the healthy growth and development of students.[3] From this educational goal, before the application of case story study to organize the psychology teaching of vocational education, teachers should attach importance to the comprehensive analysis and comprehensive grasp of the specific learning characteristics and psychological characteristics of students, and systematically understand the physical and mental development of students. On this basis, teachers can carry out teaching by case story study to ensure that the psychology teaching of vocational education conforms to the law of students' physical and mental development. At the same time, teachers should give full consideration to the specific characteristics of students in the selection of case story, and pay attention to the use of targeted case story to give psychological guidance to students, so that students can obtain good learning experience and psychological experience in the process of analyzing and exploring cases, thus to maximize teaching objectives.

2.2 Enhancing Interactive Atmosphere of Teaching and Improving the Ability of Case Writing

The psychology teaching of vocational education is highly interactive and practical. Therefore, when applying case story study to organize teaching, teachers should attach importance to creating a good interactive learning environment for students, mobilizing students to speak freely in the interactive teaching atmosphere, and expressing personalized opinions on case story. Teachers should scientifically use incentive means to enhance the sense of achievement and gain of students in psychological education, to cultivate students to form a strong interest in psychological learning. In this process, teachers should reasonably arrange classroom teaching time, leave enough space for students to think and practice, and mobilize students to compile a situational case story based on psychological knowledge. In the process of writing case stories, students should complete the steps such as presenting the questions, shaping the characters of the stories, shaping the dialogue and describing, so as to resonate with the characters of the stories psychologically and deepen the understanding of relevant psychological knowledge.[4] For example, when teaching the module of learning motivation, teachers can ask students to independently write a case story about the lack of learning motivation, present the problem, shape characters, and analyze reasons, based on

knowledge related to learning motivation. In this process, students are encouraged to construct the personalized understanding of psychological knowledge, which enhances the effectiveness of psychology teaching.

2.3 Establishing Psychological Study Groups and Organizing Psychological Case Discussion

Communication and discussion is an essential part of the case story study. After students complete the case story independently, teachers should guide students to share and discuss the case story in the psychological study group. Thus, students can form multi-perspective cognition about the same module of psychological knowledge and deepen their cognition and understanding.[5] Therefore, teachers should pay attention to the students' learning level, personality characteristics, and hobby to scientifically establish psychological study group. Teachers should organize students to have discussions in the group, share their own case stories, and get suggestions and feedback from other members. At the same time, teachers can also organize students' psychological learning groups to independently carry out extended reading of psychological case stories, and mobilize students to independently use their extracurricular time to carry out extended reading, so as to enrich the accumulation of case stories and lay a good foundation for subsequent psychological learning. In addition, teachers can also guide students to carry out the cooperative creation of psychological case stories in groups, further enrich the content of psychological case stories, present more complex problems, shape more diverse characters, introduce more rich dialogues, and effectively improve the capacity of case stories.

3. Conclusion

For the psychology teaching of vocational education, case story study is of great innovative significance. Through the application of case story study in the teaching process, teachers can effectively enhance the overall effectiveness of psychology teaching of vocational education, help students to maintain a healthy psychological state, effectively improve students' core professional competitiveness, so as to promote students on the road of healthy growth and development. In order to improve the effect of the application of case story study in the psychology teaching of vocational education, teachers should attach importance to the comprehensive analysis and mastery of students' psychological state, and strengthen the targeted psychological guidance for students. The teaching interactive atmosphere should be strengthened and the ability of writing and analyzing psychological case stories should be improved. According to the specific situation of students, psychological study groups should be divided reasonably. Teachers should organize students to carry out discussion within the group, further mobilize students to share their case analysis, and cultivate students to form the habit of expanding reading.

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