

LETTER TO THE EDITOR

The Application of Cultivating Ecological Cognitive Psychological Behavior of College Staff Based on Humanism

Qiuming Zuo*

College of Marxism, Chongqing Normal University, Chongqing 401331, China

*Email: hncqm@163.com

The cognitive psychological behavior of college staff significant impact on the quality of teachers' teaching. The cultivation of cognitive psychology behaviors of college staff based on humanism is proposed. Taking the Chinese university teachers as the research object, the experiment was conducted. The framework analysis was carried out from the following aspects: professional image, work autonomy, organizational environment, professional identity and organizational identity. The causes of inconsistencies between teachers' cognitive psychology and classroom cognitive behavior were analyzed. The research results show that the cultivation of cognitive psychology behavior of college staff based on humanism has great influence on the professional image, work autonomy, organizational environment, professional identity and organizational identity of the teachers, which can improve the quality of teaching.

I Introduction

Nadezhda P. Yachina, Anvar N. Khuziakmetov, Rashida G. Gabdrakhmanova. Buslaev published "Formation and Development of the Regional System of Continuous Environmental Education of a Teacher" on Issue: 106, Pages: 1315-1322, Article No: e106091, Year: 2018, in the article, the relevance of the study is due to the contradictions between man and nature. By now, these contradictions have reached global proportions and are becoming increasingly difficult to resolve. The further development of civilization deepens the contradictions between man and nature. The existence of the human civilization itself depends on the solution of these problems. The purpose of the article is to study the process of formation and development of the regional system of continuous environmental education for teachers. The analysis made it possible to distinguish the main contradiction: between the realistic need to take into account regional determinants in the continuous environmental education of a teacher and the insufficiently developed regional system of continuous environmental education in the teacher's training. Because humanistic psychologists think that human potential is self-fulfilling rather than educational, they believe that weak instincts require the charitable culture to breed them in order to express themselves. In a word, culture, environment and education are just sunshine, food and water, not seeds." Self-potential is the seed of human nature. They also believe that education provides the safe, free and humane psychological environment that enables the inherent potential of human beings to be realized.

On the whole, Starting from the theory of natural human nature, self-realization and the patient center, humanistic psychologists advocate meaningful learning that focuses on student experience. With informed coordination

activities as the main line and emotion as the basic driving force of teaching activities, the importance of interpersonal relationships in the teaching process is emphasized. Students' thoughts, feelings, experiences and behaviors are regarded as the main body of teaching and the development of students' individuality is emphasized. The purpose of the teaching of the demonstration experiment is to stimulate students' interest in physics and natural sciences by engaging students in experiments and practical activities, to improve students' ability to observe, think and learn, and to cultivate students' scientific literacy and exploration spirit. It does not emphasize the mastery of knowledge as much as the teaching of theory, nor does it stress methods and techniques like ordinary physics experiments. It draws on humanistic's cultivating perfect personality and advocates independent learning. The students' thoughts are valued, and the personalization and diversification of the teaching process are emphasized to provide students with the broader space for development.

Zhao Shuwen believes that learning behavior is formed by the combination of external stimuli and learner's reaction. Teachers play an extremely important and irreplaceable role in educational activities. Many teachers value the professional image and focus on professional achievement (Fu et al. 2002), but they often have low level of recognition and satisfaction with the organization. Xu Xiaoqing believes that the West pays more attention to teachers' thoughts, knowledge, beliefs and their relationship with teaching practice. The researchers turned their perspectives from observing teacher behavior in the classroom to understanding teacher thinking. Under the influence of cognitive psychology, the dominate role of teacher knowledge and belief in teacher behavior has gradually been noticed. This also shows that understanding teacher cognition is the key to understanding the teaching process. The true nature of education and teaching reforms is insightful, which allows us to understand the true meaning of teachers (Mu and Matsuda 2016).

II Methods

Combining the content studied in this article, through the reflection of the cognitive psychological behavior of the college staff, the theoretical framework between professional image, work autonomy, organizational environment, professional identity and organizational identity is constructed and described as Figure 1.

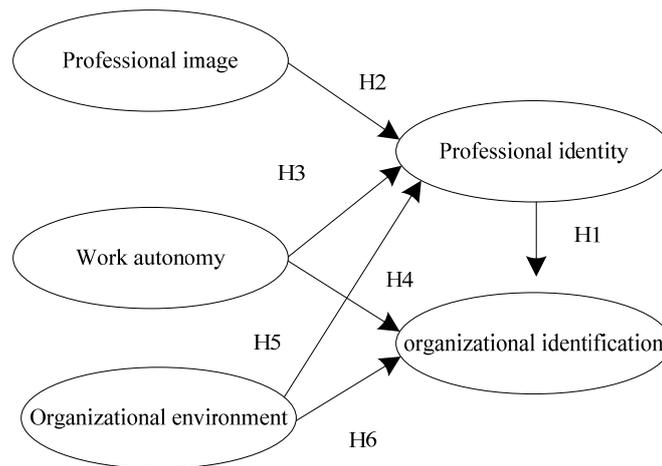


Figure 1. The theoretical framework of professional identity, organizational identification and influencing factors

III Results

Based on humanism, the positioning of the professional image of college teachers on their cognitive and psychological behaviors is summarized. Combining the characteristics of the comprehensive curriculum, the roles of eight teachers in the classroom are listed as shown in Table 1.

Table 1. The role and description of the comprehensive teacher's classroom

Role of Teacher	Describe
Monitor	Monitoring students' learning process and promoting students' better learning objectives
Impartor	Imparting knowledge to students in class
Evaluator	Evaluation and feedback of students' learning
Trainer	Instruct and train students to master their own learning strategies and methods
Helper	Give students specific help in class activities
Participant	Participate in classroom activities with students and discuss and solve problems encountered together
Friend	Communicate and get along with students equally as friends
A creator	Creating a relaxed and active classroom atmosphere

Through the descriptive statistics of the collected data, the average and standard deviation of each factor were obtained to rank the order of teachers' role psychology and classroom cognitive behavior. The results are shown as table 2 and table 3.

Table 2. Teachers' psychological ranking of role cognition

Sort	1	2	3	4	5	6	7	8
Cognitive psychology	Helper	A creator	Monitor	Evaluator	Trainer	Friend	Participant	Impartor
Average	4.8293	4.7317	4.6341	4.6341	4.6098	4.5854	4.5366	4.4878
Standard deviation	0.38095	0.50122	0.53647	0.58121	0.54213	0.59058	0.63630	0.67535

Table 3. Teachers' ranking of cognitive behavior

Sort	1	2	3	4	5	6	7	8
Cognitive behavior	Impartor	Helper	Participant	Friend	Evaluator	A creator	Monitor	Trainer
Average	4.2346	3.9962	3.9808	3.9	3.5962	3.5462	3.4923	3.45
Standard deviation	0.74224	0.85874	0.86748	0.86413	0.87124	0.95547	0.8405	0.90973

From Table 2 and Table 3, it can be seen that although the cognitive psychology and cognitive behaviors of the three teachers are very different, their role cognitive psychology and classroom cognitive behavior are consistent in some roles. This shows that teacher's classroom behavior reflects the teacher's cognitive psychology to some extent.

The materials for interviews and classroom observations are collected, and the role psychology and classroom cognitive behaviors of the three teachers participating in the study are summarized in Table 4.

Table 4. Comparison of three case study teachers' role psychology and their classroom cognitive behavior

Project	Cognitive Core Psychology	Typical Behavior
Teacher A	It is suggested that role such as helpers and creators should be frequently played, rather than the importance of trainers, participants and evaluators	In the actual teaching, the role of the facilitator and the instructor frequently plays the role of trainer and monitor
Teacher B	It is believed that roles such as helpers, creators and trainers should be frequently played	In practical teaching, they often act as helpers, evaluators, friends and creators, and seldom play the role of monitor

Teacher C	It is believed that the role of helpers and monitors should be frequently played, while friends, participants and imactors should play as little as possible	In practical teaching, they often act as helpers and imparting roles, seldom playing the roles of friends, creators and participants
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From Table 4, it can be seen that college staff has different effects on the cultivation of cognitive psychological behavior based on humanism, and their own professional image orientation is also different, but the ultimate goal is to promote the quality of teaching. It also can be seen that cognitive psychology and behavior are the main factors for the positioning of professional image.

IV Discussions

Some researchers believe that humanistic psychology is the most important task in the current education plan. It can effectively improve teachers' teaching quality and professional quality. Teachers' classroom emotions reflected by cognitive psychological behavior are inseparable from students' learning efficiency (Buhler 1969). The difference of cognitive psychology and behavior also determines the different ways in which knowledge is imparted. Therefore, the cultivation of cognitive psychology and behavior in any profession must not be underestimated (Klepac et al. 2012, Bazerman et al. 2017). Beauchamp and others proposed the analysis of the impact of cognitive behavioral psychological skills training on the golfer's motivation, advance routines and throwing performance. It can be seen that cognitive psychological behavior is not only used in the education profession, but also has certain application status in other professions. And humanism is the effective way to cultivate the cognitive psychological behavior of college staff (Ladd and Mize 1983). In addition, it is also highly valued in the treatment, such as the cognitive behavioral therapy and the time pulse amplitude versus biofeedback training for recurrent headaches proposed by Martin. Harding studied the combination of behavior and cognitive methods with physiotherapy in the treatment of pain. The cognitive behavioral therapy for the elderly was proposed by Secker, and the practical guide to adapting the therapeutic structure, and so on.

V Conclusions

This study aims to analyze the application of the cultivation of cognitive psychological behavior of college teaching staff based on humanism. The research results show that the application of educational ideas based on humanism makes the teaching methods diversified, and the position of rationalized teacher role is more popular with students. The development of diversified teaching methods was promoted to improve the quality and teaching level of college teaching staff, thereby promoting the quality of college teaching and improving the quality of students. This shows that the cultivation of cognitive psychological behavior of college teaching staff based on humanism is extremely important.

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