

Conclusions: The training of college students' awareness of psychological problems can significantly improve the teaching mode of modern college students.

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INVESTMENT ANALYSIS OF TEACHER TRAINING IN HUMAN RESOURCES DEVELOPMENT IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF SOCIAL PSYCHOLOGY

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Background: Social psychology is to explore interpersonal relationships from the level of individuals and social groups. It explores behavioral and psychological changes between individuals and groups. Man is the unity of physiology, psychology and society. People's mental health is affected by family environment and social life factors. Social psychology attaches importance to the analysis of individual psychological factors and emphasizes the interaction between individual and society. The most basic organizational form of social life is the family. The first cradle of personal growth after birth is also the family. Personal mental health problems are closely related to family environment. Parents' socio-economic status, family structure and family relations, family rearing style, childhood life experience and early education are important factors affecting individual mental health. Social life factors include social culture, knowledge, wealth, social competition, interpersonal relationships and so on. When individuals are in mental health, they can actively adapt to social life and natural environment through psychological activities and mental state. Mental health is easy to be affected by social life factors. The influence of social culture on individual mental health mainly has two ways: one is standardized social culture; the other is non standardized social culture. Standardized social culture is the objective compulsion of social culture and the consciousness of individual self-regulation. In the process of social survival, individuals will consciously restrict their behavior according to social norms and make individuals gradually socialized. However, due to the particularity of individuals, in the process of socialization, their social culture will collide with their emotions, resulting in individual mental health problems. Personality is the sum of people's psychological characteristics. Different time and place have different effects on people's thought, emotion and behavior. Personality tendency and psychological characteristics are two main aspects of personality, which have a great impact on people's mental health. Personality tendency is the driving force of personality. Research shows that personality tendency is the most active factor in personality. Personality tendency determines people's attitude towards reality and the tendency and choice of social cognitive objects. In short, mental health problems, also known as psychological imbalance, are a series of problems different from physiological diseases caused by the central nervous system. In recent years, China has paid more and more attention to mental health problems. Relevant scholars and experts continue to analyze the influencing factors of adult mental health problems from all aspects, and put forward corresponding solutions. Among them, personality and social psychology have a great impact on people's mental health. Through the study of it, we can find many ways to improve people's mental health level, so as to improve the mental health level of our people.

The development of human resources in colleges and universities refers to a series of planned activities and processes with the main content of exploring, cultivating, utilizing and developing human resources in colleges and universities. It takes human capital investment as the premise, including the education, training and management of human resources, as well as the discovery, training, use and adjustment of talents. Through the use of policies, laws, systems and scientific methods, improve the quality and ability of teachers, tap the potential of teachers, strive to give full play to people's intelligence and wisdom, and strive to promote the development of higher education. It can be seen that teacher training plays an important role in the development of human resources in colleges and universities. Teacher training means that college teachers receive special training in educational science and higher-level professional knowledge. As an important form of human resources development in colleges and universities, teacher training is mainly to help college teachers understand the characteristics and requirements of the teacher profession, master the latest development trend of the teacher profession, master the basic educational scientific knowledge, teaching technology and methods, establish a correct concept of education and teaching, and improve the level of professional ethics. The higher the starting point of college teachers, the greater the theoretical development potential and the stronger the theoretical adaptability. Therefore,

high-quality teachers have always been the most important human resources in colleges and universities, and also an important object of human resources development in colleges and universities. With the rapid development of science and technology, the beginning of knowledge economy, the increasingly fierce competition of national strength and the new challenges faced by higher education, personnel management in colleges and universities should establish the management concept of “social psychology”, take human resources as the most valuable resources and pay attention to the development of human resources.

Objective: In order to improve the positive psychology of college teachers, this paper constructs a college teacher training investment strategy based on social psychology, which aims to further promote the construction of college teachers’ positive psychology.

Subjects and methods: 300 college teachers were selected as the research object to implement the intervention of college teacher training investment strategy based on social psychology, and the intervention cycle was 3 months. Then combined with the “positive personality scale”, the positive personality of college teachers is measured. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of teachers’ positive psychological personality before and after intervention are analyzed and compared.

Methods: All data were statistically processed by SPSS22.0.

Results: Table 1 shows the changes of teachers’ positive psychological personality before and after the intervention. It can be seen from Table 1 that compared with before the intervention, after the implementation of the college teacher training investment strategy intervention based on social psychology, the teachers’ positive psychology has been significantly improved, with statistical difference ($P < 0.05$).

Conclusions: The investment strategy of college teacher training based on social psychology can effectively improve the positive psychology of college teachers, and then has important value in improving teachers’ quality and ability and promoting the development of higher education.

Table 1. Changes of teachers’ positive psychological personality before and after intervention ($n=300$)

Dimension	Before intervention	After intervention	<i>P</i>
Creativity	1.00±0.59	3.38±0.77	<0.05
Curiosity	2.09±0.65	4.51±0.84	<0.05
Judgment	2.09±3.60	3.72±0.71	<0.05
Studious	2.66±0.74	4.01±0.62	<0.05
Insight	1.56±0.68	3.59±0.63	<0.05
Brave	1.77±0.73	3.97±0.67	<0.05
Insist	2.78±0.69	4.12±0.77	<0.05
Sincere	2.34±0.76	4.38±0.77	<0.05
Enthusiasm	1.65±0.81	4.51±0.84	<0.05
Love	2.78±0.66	4.72±0.71	<0.05
Kindhearted	1.78±0.69	3.38±0.77	<0.05
Intelligence	2.15±0.67	4.51±0.84	<0.05
Team	1.03±0.61	3.72±0.71	<0.05
Fair	2.06±0.79	4.01±0.62	<0.05
Leadership	1.34±0.76	3.59±0.63	<0.05
Tolerant	2.65±0.81	3.97±0.67	<0.05
Modest	2.78±0.66	4.12±0.77	<0.05
Cautious	1.00±0.59	4.38±0.77	<0.05
Autonomy	2.09±0.65	4.51±0.84	<0.05
Appreciate	2.09±3.60	4.72±0.71	<0.05
Gratitude	2.66±0.74	3.38±0.77	<0.05
Hope	1.56±0.68	4.51±0.84	<0.05
Humor	1.77±0.73	3.72±0.71	<0.05
Faith	2.78±0.69	4.01±0.62	<0.05

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ENLIGHTENMENT OF RURAL EDUCATION THOUGHT TO CONTEMPORARY POVERTY ALLEVIATION THROUGH EDUCATION FROM THE PERSPECTIVE OF SOCIAL SCIENCE PSYCHOLOGY

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Background: Modern science and natural science have brought earth shaking changes to human life and had an extremely far-reaching impact on all aspects of human society. Influenced by it, psychology took natural science as a model at the beginning, adopted mature natural science research methods and methods, and deliberately ranked among the natural sciences. However, in the field of natural science, some recent situations make people begin to realize the rationality and limitations of science and doubt the scientism tendency in traditional science. This makes modern psychology with natural science as its idol also begin to reflect on its view of natural science, which lays a scientific background for the rise of psychological methodology guided by humanities and social sciences. In the modern context, “Scientism” and “humanism” form two philosophical thoughts, which confront each other between the two peaks of philosophy. “The so-called ‘scientism’ mainly refers to a philosophical trend of thought or philosophical movement that has gradually prevailed since modern times, especially since the middle of the 19th century.” Psychological science is based on positivist philosophy, which holds that natural science is the model of human knowledge, and the research method of natural science is the only means to obtain knowledge suitable for any reality. From the perspective of scientism, man is an abstract concept, which is expressed as the master of reason-the embodiment of body and logic. Human freedom, personality, value and dignity must abide by the laws revealed by science. In a sense, human beings themselves have become the activities of scientific robots, and the human subject and macro complexity have been eliminated. On the contrary, there is another voice in modern western philosophy, that is to advocate man’s unique nature and unique research methods, that is, the ideological trend of humanistic philosophy. Humanistic psychology opposes the natural science orientation of psychology and scientific psychology. It studies people in the way of representation and “things”, trying to reconstruct the complete image of people dispelled by scientific psychology. To some extent, it is the extension and expansion of this philosophical tradition in the field of psychology. The focus on “man” can be traced back to ancient Greece. For example, Protagoras famously concluded that “man is the measure of all things”. In modern times, philosophy known as humanitarianism took the lead in positioning man and trying to establish man’s central position. The development of modern western philosophy breeds the ideological tradition of people-oriented and advocates people’s unique nature and unique research methods. This tradition provides the necessary ideological soil for the emergence of psychological methodology of Humanities and social sciences. Common sense psychology, religious psychology and philosophical psychology, which exist and develop in psychology, are the rudiments of humanistic psychology methodology, corresponding to the criticism of scientism and the promotion of human’s unique essence and unique research methods in the field of philosophy of science. Humanistic psychology is committed to building a complete image of man and pursuing research methods suitable for man’s unique nature, so as to resist the narrowness and hegemony of scientific psychology. It shows five characteristics in methodology: the research orientation of humanities, the scientific essence of problem centrism and the research path of holism, intuitive humanism and subjective research paradigm. In short, compared with the methodology of scientific psychology, humanistic psychology methodology is committed to the “humanization” of psychology and pursues people’s unique nature and unique research methods. So far, it has been continuously developed and launched in many aspects.

Poverty alleviation through education refers to improving the educational level and quality of poor areas and poor people through educational means, helping poor people master the knowledge and skills to get rid of poverty and become rich, improving the scientific and cultural quality of poor people, promoting local economic and social development, and finally realizing the goal of poverty alleviation. How to better promote poverty alleviation through education? Here, we can seek wisdom from the long history of education and promote the practice of poverty alleviation through education. In other words, according to a series of rural education thoughts formed in China’s rural education practice, guided by the “living” rural education thought with “life is education”, “society is school” and “the combination of education and practice” as the core, cultivate a large number of excellent talents for poor and backward rural areas, so as to promote the transformation and development of rural society. Although China has made great achievements in poverty alleviation through education, there are still some problems in the practice of poverty alleviation through education in poor areas. Among them, the cognitive impairment of teachers in poor areas directly affects the effect of educational poverty alleviation practice. Therefore, it is necessary