

## 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

to actively explore the practical path of contemporary educational poverty alleviation and overcome the cognitive impairment of teachers in poor areas, so as to comprehensively ensure the quality and level of educational poverty alleviation.

**Objective:** In order to solve the problem of cognitive impairment of teachers in poor areas, this paper constructs a contemporary educational poverty alleviation strategy based on psychological analysis from the perspective of Humanities and social sciences psychology and based on rural education thought, in order to comprehensively ensure the quality and level of educational poverty alleviation.

**Subjects and methods:** 300 teachers in poor areas were randomly selected as the research object and randomly divided into control group and experimental group, with 150 in each group. The cognitive impairment of teachers in poor areas was measured with Montreal Cognitive Assessment Scale (MoCA). The control group implemented the conventional education poverty alleviation strategy, and the experimental group implemented the education poverty alleviation strategy based on psychological analysis. The intervention cycle was 3 months. The improvement of cognitive impairment of teachers in the two groups after 3 months of intervention was compared and analyzed.

**Methods:** Use Excel software to complete data analysis.

**Results:** Table 1 shows the improvement of cognitive impairment of teachers in two groups of poor areas. It can be seen from Table 1 that compared with the control group, the experimental group of educational poverty alleviation strategy based on psychological analysis has a better effect on improving the cognitive impairment of teachers in poor areas, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Table 1.** Improvement of cognitive impairment of teachers in two groups of poor areas ( $n=300$ )

Factor	Control group ( $n=150$ )	Experience group ( $n=150$ )	<i>P</i>
Executive ability	2.47±0.43	4.66±0.61	0.00
Naming ability	2.54±0.55	4.52±0.60	0.00
Attention	2.36±0.41	4.39±0.43	0.00
Language ability	2.69±0.59	4.45±0.56	0.00
Abstract ability	2.47±0.43	4.66±0.61	0.00
Delayed recall	2.54±0.55	4.52±0.60	0.00
Orientation ability	2.36±0.41	4.39±0.43	0.00

**Conclusions:** In order to solve the problem of cognitive impairment of teachers in poor areas, this paper constructs a contemporary educational poverty alleviation strategy based on psychological analysis from the perspective of humanities and social sciences psychology and rural education thought, in order to comprehensively ensure the quality and level of educational poverty alleviation. The results show that compared with the control group, the experimental group of educational poverty alleviation strategy based on psychoanalysis has a better effect on improving teachers' cognitive impairment in poor areas. This shows that the contemporary educational poverty alleviation strategy based on psychological analysis can effectively improve the quality and level of educational poverty alleviation, which is worthy of popularization and application in specific practice.

**Acknowledgement:** The research is supported by: Practice Research on the Development of School Community Empowered by Informatization, Subject of National Major Social Science Project in 2018: "Informatization promotes fairness in basic education" (No. 18ZDA335); 2021 Special Research Project of Basic Education High-quality Development Institute "Rural teacher allocation in Zhanjiang city under the background of urban-rural education integration" (No. GZL202115); Guangdong Education Reform Project: Teaching Reform and Practice of New Normal "Course Based on Deep Learning Theory – Taking The Course of" Teacher Professional Ethics as an example; General Project of the 14th Five-Year Plan of National Education Science Foundation of China in 2021: Innovative research on rural teacher allocation mechanism in the new era (No. BFA210067).

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## ON THE INTEGRATION AND INNOVATION OF TRADITIONAL CULTURE AND RURAL PLANNING IN YUNNAN PROVINCE FROM THE PERSPECTIVE OF PSYCHOLOGICAL PERCEPTION