

MORAL CONSTRUCTION OF COLLEGE TEACHERS FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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Background: The construction of talent team is relatively complex, especially under the background of the construction of "double first-class" proposed by the state, the moral construction of college teachers is one of its important tasks. The research and exploration of this key moral problem is an important proposition of the times and has important theoretical and practical significance.

Objective: With the rapid development of social economy, talents are playing a more and more important role. The competition between enterprises and countries has become the competition of talents, capital and technology. Colleges and universities are the main undertakers of talent moral cultivation, and the quality of college education depends on its talent team. The moral construction of talent team in Colleges and universities is an organic part of rejuvenating the country through science and education. This is very important for the construction of universities and the soft power of universities.

Subjects and methods: 1) The conflict between professional requirements and personality characteristics intensifies. The new generation of college teachers represented by the post-80s generation pay too much attention to their academic achievements and ignore the cultivation of mental quality. Most of them have the characteristics of strong personality, strong vanity, poor sense of responsibility, poor consciousness, indifferent collective concept, lack of overall awareness, vulnerable to setbacks, eager to understand but lack of understanding others. When the post-80s college teachers encounter the post-90s students who are diversified in thought and mental, self-centered, lack of perseverance and sense of responsibility, have a strong rebellious mental, have a weak sense of cooperation and are more prone to mental problems, where will the mental pointer deviate? What kind of "teaching and learning rules" will be deduced? On the one hand, college teachers are engaged in teaching and educating people. A high sense of responsibility and professionalism are the basis of being a teacher and the core of teachers' professional ethics. On the other hand, college teachers shoulder the responsibility of cultivating students' good mental quality to meet the needs of social development. The conflict between personality and occupation, the strong collision between nature and rationality, and the poor mental quality naturally breed mental obstacles.

2) Sensitivity, anxiety and other mental are more prominent. It is very common that the proportion of female teachers in Colleges and universities exceeds that of male teachers. In addition to the personality changes that keep pace with the times with the society, female teachers in Colleges and universities have a stronger sense of equality, competition, self-esteem, self-love, self-improvement and self-confidence than other professional women due to the requirements of professional and career development. They hope to display their talents and realize their self-worth on the teaching and scientific research platform of colleges and universities. Although most female teachers in Colleges and universities do not lack the personality characteristics of male teachers such as reason, independence and decisiveness, they are more easily dominated by the environment than male teachers, prone to emotional excitement and annoyance, have higher mental self-requirements, and physiological differences exist objectively. They often contradict themselves because they are difficult to be comprehensive. Female college teachers with children spend most of their time occupied by intense work, housework and children's education. They rarely have their own relaxed time. It is normal for them to have more heart than strength. Studies have shown that female teachers with high education under the age of 35 are a high incidence group of mental health problems such as obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia and psychosis.

3) Job burnout is the biggest mental black hole in the development of college teachers. 1. The influence of objective factors of higher education. College students are the last group in the high recruitment system. The vast majority of students' learning ability and consciousness are relatively limited. Teachers' hard teaching makes it difficult to see immediate labor results. The training goal of higher education is "high skilled and applied" talents. Many years after graduation, most students are still working on the production line, so it is difficult to see the "effectiveness" of education as soon as possible. Due to the development and popularization of information technology, teachers are no longer the only source of information and knowledge for students. Teachers' authoritative position is challenged. In addition, the limitations of university scientific research platform restrict some development opportunities for university teachers in scientific research, and teachers lack a sense of achievement. At present, the crisis faced by college education virtually makes college teachers have a sense of professional insecurity, and so on, resulting in College Teachers' job burnout in the realization of self-worth.

2. The pressure of "double qualified" teachers. Most college teachers come from all kinds of colleges and universities. Affected by the talent training objectives of undergraduate colleges and universities, there is a gap with a qualified "double qualified" teacher. "Double qualified" teachers should meet four basic conditions: professional theoretical knowledge and learning ability with bachelor degree or above; Have the education and teaching ability to impart professional theoretical knowledge and professional practical skills; Have professional and practical work experience; Professional practice ability to keep pace with socio-economic and technological updates. The export of higher education determines that the specialty setting and curriculum design should follow the "market demand" and accurately grasp the changes of professional technology and posts brought about by the adjustment of industrial structure, which depends on the teachers who can meet the requirements of the new professional curriculum and the teachers' forward-looking self-learning when the information resources such as new professional knowledge and practical skills are seriously insufficient. College teaching advocates the integration of knowledge and skills with employment as the guidance and work process as the main line, which undoubtedly brings endless work pressure to teachers.

4) Problems caused by insufficient dynamic management of human resources. The human resource management of most colleges and universities still stays in the static personnel management function. There is still a considerable distance from taking people as the center and developing, utilizing and managing people as an important resource. Therefore, the research on Teachers' initiative and creativity is ignored, and there are serious deficiencies in the overall development of stimulating teachers' vitality. Although a large number of teachers are introduced, however, the development of the college is still insufficient. After the proportion of "double qualified" teachers has been greatly improved, the teaching quality is still unsatisfactory. Because the incentive mechanism is still in the degree of personnel function, teachers' satisfaction is not high and their sense of belonging is seriously lacking, which leads to the weak cohesion of teachers.

Results: 1) The incentive mechanism should be guided by teachers' mental needs. Because of their higher education level and higher educational level, college teachers have a strong desire to obtain high-value returns through creative teaching and scientific research by relying on their own subject knowledge, specialty and teaching skills, so as to meet their own needs. According to the logical cycle of demand stimulating motivation, motivation dominating behavior and behavior satisfying demand, the needs of college teachers determine their work attitude and work value. According to the actual situation of the mixed and alternating coexistence of various needs of college teachers and the composition of college teachers, first, the incentive content should achieve results in terms of salary, personal growth and development of teachers and the future of the college. Second, the incentive measures should not be simplified, and one model or one standard should be used to deal with the whole group of teachers. For example, young teachers should be given more opportunities to grow together with the college. The human resources department should take the lead to formulate the plan of teachers' personal professional sustainable development ability together with the Department and individual teachers, and provide teachers' training programs and assessment standards according to the plan. Tripartite participation can effectively make use of limited training resources and protect young teachers' professional development enthusiasm. Eliminate some contradictions caused by unequal opportunities, such as teachers' complaints, and realize the "win-win" situation in one fell swoop. Third, provide conditions and opportunities to encourage teachers to set up a practical skill or ability course in addition to the teaching of professional theory courses, so as to help teachers improve their skill level. Support teachers to take part-time jobs in their counterparts in enterprises, so as to enhance the self-confidence of "double qualified" teachers and promote the realization of self-worth as soon as possible. College managers should treat teachers' incentive work with a positive, sincere and active attitude, and transfer positive energy influence to teachers in an appreciative and positive way. On the contrary, use less critical, critical and depressing incentives that will lead to burnout. The incentive behavior that can move the managers themselves can have an incentive effect on teachers, otherwise it will only get twice the result with half the effort.

2) Positive mental intervention is given in various forms. 1. Provide timely mental assistance. Create some conditions to organize professional teachers in mental and teachers with mental foundation and good communication to establish a salon in mental service; Or contact with mental counseling service institutions horizontally, and invite some counselors who have studied the mental of college teachers to provide mental counseling and intervention services for teachers. The service content can involve: learning to identify the symptoms of job burnout and capture it before the harm occurs; Treat job burnout with an optimistic attitude and actively guide; Help teachers adjust their bad emotions and learn new strategies to deal with possible pressure in the future with an open mind; Improve teachers' personality cultivation, rebuild beliefs and ideals, improve their mental coping level, and resist burnout with self-confidence and pressure resistance.

2. Constantly update the educational concept. Changing teachers' educational concept with the times: college students are lively and have strong social practice ability. It is wrong to measure students with classroom discipline and academic performance. There are many ways to cultivate talents. The standards of talents are not unique. Looking at their advantages from the perspective of development and more understanding and tolerance can not only reap the effectiveness of teaching, but also help to improve the relationship between teachers and students and benefit the mental health of teachers and students.

3. Use the true meaning of life to release pressure. The management measures of teachers' sports activities formulated: for example, the time period for the opening of college sports facilities to teachers is introduced, and the class hour requirements that teachers must complete in a week's sports activities are put forward; Organize more interesting collective competitive activities led by leaders to help teachers reduce stress and burnout and increase team cohesion through physical exercise; Horizontal contact with some clubs to handle some fitness cards for teachers; Fund some informal activities that are beneficial to teachers to enrich their lives and relax themselves, so as to improve teachers' physical and mental quality and form a mental buffer zone.

3) Implement the management concept of "teacher oriented". 1. Enhance non power influence. The influence of managers depends on the sincere follow of teachers, which is the basic condition of the executive power of teachers. Only by strengthening the awareness of communication and coordination, shifting the focus of management work to "understanding, inspiring and attracting people", and doing sincere improvement from the perspective of managers, such as setting up responsibility awards for managers and no longer participating in various evaluation and other activities of teachers, as long as this system can be implemented creatively, It can effectively reduce the negative effects of short-term management behaviors such as "official standard" and shorten the mental distance between managers and teachers.

2. Promote accountability. Change the consistent practice of year-end evaluation. First, the worst management matters of the college in the academic year will be selected regardless of the name within the college. The managers will state their responsibility for mistakes and put forward improvement periods and measures. Finally, the implementation results will be evaluated by the teachers of the whole college. For some problems that can be improved unconditionally at present, we can also lay out all the difficulties. First, we can make concerted efforts; The second is the expression of trust in teachers; Third, it can gain mutual understanding and enhance centripetal force; Fourth, no accumulation problem, no acceleration of centrifugal force.

3. Carefully use the "pressure" competition method. People can give full play to their unexpected emergency potential in the face of pressure, so there is a consensus that "there is pressure, there is power". However, from the perspective of physical and mental health, people who are under a pressure load for a long time will produce some discomfort and mental hidden dangers such as tension, anxiety, depression and insomnia, and even transform to cardiovascular and cerebrovascular diseases, peptic ulcer and other diseases, resulting in harmful consequences. College teachers are knowledge-based employees, with a certain ideological depth and sense of autonomy, a strong sense of achievement, expect to be recognized by the society, colleges, leaders, colleagues and students, pay attention to the renewal and supplement of knowledge, care about self-improvement and pay attention to their own development, and regard work results as proof of ability. If a similar last place elimination method is used, the last teacher is punished by "death". Once the teachers have such experience, it is difficult to restore the benign mental of engaging in the teaching profession.

4. Doing practical things is the key to the cultural construction of colleges and universities. At present, the cultural construction of colleges and universities does not lack loud slogans and beautiful campus. What is missing is the execution ability to take root, the spirit to do everything from some details, and form some imperceptible codes of action, so as to accumulate profound cultural connotation. Respecting teachers and valuing education is one of the characteristics of the cultural construction of colleges and universities. For example, providing some convenient measures for teachers, providing convenience for teachers to go to battle easily, and doing less matters that are of little significance and effect, which are mere formality and add to teachers' workload is the most practical activity of respecting teachers. The rise of "Hello teacher" greetings among students has a small but significant impact. To ensure that the upstream communication channels are effective and unblocked, teachers can actively and truly express their opinions, and managers can formulate management measures according to the feedback information of front-line teachers, which is the real respect for teachers and education, and can radiate the internal passion of teachers. Refusing to change because of some concerns and fears will often accumulate problems and worsen the situation. Some measures may be called "a blessing in disguise" by some leaders, and it will be difficult at the beginning, but they can shake some management difficulties that could not be changed in the past and receive unexpected results.

Conclusions: Under the background of the "double first-class" construction proposed by the state, exploring the problems existing in the moral construction of college teachers can produce the spark of wisdom of analysis and thinking, and illuminate the road of college construction with the construction of teachers as the core. Excavating deep-seated spiritual problems, analyzing the causes and taking targeted innovative countermeasures are conducive to building a first-class teaching team with exquisite business and reasonable structure, cultivating first-class talents, forming first-class innovative achievements and building a first-class university.

Key words: social mental - education - teaching staff

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ANALYSIS OF STUDENTS' IDEOLOGICAL AND MORAL EDUCATION UNDER THE GUIDANCE OF POSITIVE PERSONALITY THEORY

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Background: Strengthen the construction of social mental service system and cultivate a social mentality of self-esteem, self-confidence, rationality, peace and positive progress. As a new research field rising in American mental, positive mental breaks the shackles of the original traditional mental, changes the previous model of finding and solving problems, and focuses its research on excavating people's own positive factors and discovering their own flash points. On the one hand, it is advocated to deal with problems with a positive attitude and stimulate people's own positive quality. In the Ekumar conference with the milestone of positive mental movement held in January 1998, positive personality, positive emotional experience and positive social organization system were jointly identified as the three pillars of positive mental research. These three pillars can provide reference and application value for the innovation and development of Ideological and political education in Colleges and universities. Positive emotional experience mainly represents people's positive perception in daily life. Positive emotions mainly include happiness, admiration, happiness, hope, sympathy, pride, gratitude and awe. Positive emotion is associated with the satisfaction of certain needs. It is usually accompanied by pleasant subjective experience and can improve people's enthusiasm and activity ability. When people feel happy, they can face life more positively with a mood full of hope and expectation; When people are depressed and face pain, they can use a positive attitude to mobilize the positive energy of the body, so as to summarize the experience and success. Even if they encounter difficulties in life, they can find solutions to eliminate the crisis when they encounter difficulties. Therefore, positive emotions are everywhere in people's life, which is particularly important. Compared with traditional mental, positive mental fully demonstrates the people-oriented idea, advocates positive humanism and human nature theory, takes cultivating people's positive personality, emotion, quality and mental as the fundamental goal of the research, effectively avoids the wrong phenomenon of too one-sided treatment of problems by negative mental, and can effectively improve the happiness of individuals and teams. Pleasure and happiness promote harmonious coexistence between people and promote the unified development of society. Therefore, the application of positive mental to today's ideological and political education in Colleges and universities can enable students to obtain knowledge and skills in happiness and happiness, improve students' enthusiasm and enthusiasm for ideological and political education, and increase the efficiency and quality of Ideological and political learning. First, positive mental seeks to cultivate students' positive emotions. Positive emotions refers to the external or internal performance of students' enthusiasm in the process of learning, such as pride, pleasure, happiness, self-confidence and subjective well-being. Among them, subjective well-being is the key, and it is also the main research object of educational positive mental. The application of positive mental to ideological and political education in Colleges and universities can enable students with poor academic performance and ability to recognize themselves and accept their shortcomings, then actively correct their shortcomings and deficiencies, and build their own future with an active and yearning attitude. Second, in the research of positive mental personality, it can effectively change the negative personality, make it become a positive personality, enable students to establish