



A Brief Analysis of Continuing Education Teaching Method Selection of Primary and Secondary School Teachers Based on Non-intellectual Factors

Zhang Chun Mei^{1(✉)}, Huang Li², and Zhang Xue Mei³

¹ College of Continuing Education, Yunnan Normal University, Kunming 650092, Yunnan, China

275509766@qq.com

² College of Elementary Education, Yunnan Normal University, Kunming 650092, Yunnan, China

³ Junfacheng Kindergarten Affiliated to Yunnan Normal University, Kunming 650000, Yunnan, China

Abstract. This article is mainly through the analysis of the primary and secondary school teachers of non-intellectual factors, and then involved in the primary and secondary school teachers continuing education teaching method selection of its influence. Therefore, it is pointed out that the trainers should fully consider the non-intellectual factors of primary and secondary school teachers and choose reasonable and effective teaching methods according to such non-intellectual factors.

Keywords: continuing education · Non-intellectual factors · teaching method

1 Introduction

Teaching method is the general term of the behavior mode taken by educators and educatees in the process of teaching in order to achieve the requirements of teaching objectives and teaching tasks. Non-intelligence factors refer to all psychological factors except intelligence factors. In a narrow sense, it refers to the personality factors that are related to, and contribute to, intelligence. It interacts with the benefits of intellectual activity. As we know, human psychological activities can be divided into: first, it refers to the reflection of objective things, including perception, memory, imagination, thinking, etc., which directly participates in the specific operation of understanding objective things; First, it refers to the treatment of objective things, including needs, motives, interests, temperament, character, emotion, will, etc., and does not directly participate in the specific operation of understanding objective things. Generally, the constituent factors of the former are called intelligence factors and the constituent factors of the latter are called non-intelligence factors [1]. It is an important way to realize the purpose of education and improve the effectiveness of education and teaching to understand the difference of students' non-intellectual factors and carry out targeted education.

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2 Non-intellectual Factors and Training Methods

Primary and secondary school teachers have accumulated a lot of practical experience in their daily teaching work. Therefore, their motivation, interest, emotion, will and so on are different from the general sense of “students”, at the same time, they also show a unique personality.

2.1 Motivation

Motivation is the internal power that directly pushes people to carry out activities to achieve certain goals under the stimulation of needs. It is subject to certain social needs, such as education and teaching work or personal needs. When accepting continuing education, primary and secondary school teachers will show certain motivation orientation, which dominates their behavior. It can initiate or inhibit individual activities, and can also strengthen or weaken the intensity of individual activities. At the same time, it also has a certain guiding role.

Different individuals have different motivations. No matter whether primary and secondary school teachers come for professional title evaluation, promotion or individual development, once they determine their motivations, they will gain the power of action, and this motivation has a certain stability.

Motivation can be divided into correct motivation and incorrect motivation. As a learner, we should set up the right motivation, and as a trainer, we should lead learners to set up the right motivation and apply it well.

2.2 Interest

Interest is a kind of spiritual force that promotes people to actively seek knowledge and engage in activities. It refers to people's positive contact, cognition and observation of something psychological tendency, with a strong emotional color; A person's positive attitude and inclination towards knowledge, research, and acquisition of certain objects. Interest is the best teacher, “he who knows is better than a good one”, strong interest will make individuals have a positive attitude towards learning, promote learners to learn with enthusiasm, and help learners to treat the difficulties encountered in the learning process optimistically, actively overcome difficulties, eliminate all kinds of interference.

There are some differences in the development of interest. People's interest generally goes through three stages: interesting, fun and interest. Different teaching methods are adopted in different levels of interest development. In terms of types, there are direct interest and indirect interest, central interest and broad interest, which also requires educators to adopt effective teaching methods for different types of interests of learners.

Primary and secondary school teachers are adults with certain education and teaching experience. Their interests vary according to their different life experiences, personalities and learning goals. At the same time, they also have more stable interests than students in the general sense. As a trainer, the selection of teaching methods should take into account the different development stages and different types of interests of different learners. No matter the interest in education, current affairs and politics, the trainer

should have a certain understanding and select appropriate teaching methods based on the working needs of primary and secondary school teachers. Moreover, we should also pay attention to the effective teaching methods in the training process to cultivate the interests of primary and secondary school teachers in all aspects.

2.3 Emotion

Some people compare the intellectual element of learning activities to the motor of a car, and the emotion to the fuel of a car. Therefore, emotion plays an important role in the non-intellectual factors. It is people's experience of whether objective things are in line with their needs, wishes and views, it is the concrete expression of interest, and it can promote or hinder the development of will.

From the level of development, emotion has emotion, sentiment. Emotion is a lower emotion mode, it is generally associated with the physiological needs of people, its main forms have passion, mood and enthusiasm; Sentiment is a kind of advanced social emotion, which is connected with people's social needs. It is not easy to be obvious and lasts for a long time. Its main forms are rational sense, moral sense and aesthetic sense. In nature, emotion can be divided into positive emotion and negative emotion. Whatever is in line with subjective needs and can be satisfied will cause individuals to have positive and positive emotions; otherwise, it will produce negative and negative emotions.

Some primary and secondary school teachers love education, love students, have high enthusiasm for teaching, teaching, rigorous learning, love their jobs and dedication, but some teachers are self-centered, completely disregard students' experience and feelings. During training, trainers should not only choose appropriate teaching methods to let learners correctly understand their emotions and the results they will produce, but also maintain and stimulate their positive emotions, cultivate reasonable needs to form noble sentiments, enrich their emotional experience and be the master of emotions. More importantly, trainers should consciously use their own actions to influence them, which is not only conducive to the achievement of training objectives, but also invisible education for primary and secondary school teachers, so that they understand the true meaning of education.

2.4 Will

Will is a psychological process in which people consciously overcome difficulties in their actions to achieve predetermined goals. It is also an essential element of career success. Strong will quality is the guarantee of career success, it can not only promote the development of students' positive emotions and intelligence, but also help learners to control and regulate their emotions, leading and dominating their learning activities.

People's will with the growth of age, physical strength, knowledge, the expansion of communication and gradually develop, generally speaking, children's will quality is relatively simple and weak, adults have a more firm will quality. Determination, confidence and perseverance are the three stages of the will process. They are interrelated and interact with each other. They are indispensable in the quality of individual will. There are differences in people's will in consciousness, persistence, decisiveness and self-control. The more a person with a strong will, the easier it is to succeed in career and study.

Primary and secondary school teachers from the first teaching post, they have encountered internal or external difficulties, and in the process of overcoming difficulties to form their own unique will quality. When receiving training, their will quality will always be more or less reflected. As a trainer, one should have a thorough understanding of the will qualities of different learners in order to choose a more scientific and effective teaching method.

2.5 Personality

Personality is the stable psychological characteristics and tendencies of social significance shown by individuals in material activities and communication activities. It includes needs, interests, aspirations, world views, abilities, temperament, character and so on. Among them, character is the core of personality, which is the stable attitude towards the reality and the habituation corresponding to it [2].

Personality can be divided into intellectual type, will type, emotional type; Introversion type, extroversion type; Field dependence type, field independence type, in addition, individual attitude to reality, will, emotion, reason and other differences will also show different personality characteristics. Therefore, individual character is unique to the individual, it has a certain degree of stability.

2.6 Temperament

Temperament refers to the dynamic characteristics of people in the intensity and speed of emotional experience and behavioral response, and the different combinations of these dynamic characteristics constitute the temperament that varies greatly among people. Temperament only affects the way one learns activities, not the size of one's achievements, nor will it determine one's final academic level [3].

Temperament is not good or bad, people with all kinds of temperament can achieve success, but each temperament has the possibility to some positive or negative quality development, so in the teaching process to choose appropriate teaching methods, pay attention to the strengths and circumvent weaknesses, scientific identification of individual temperament type, understand the temperament characteristics of different learners, give full play to the advantages of various temperament.

2.7 Gender

There are not only age characteristics and differences in human psychological development, but also gender differences. Students of different genders show different learning styles and achievements in different learning stages. Genetic factors and sociocultural basis are the main factors that influence gender differences in learning.

The psychological difference between men and women is mainly manifested as the difference in intelligence, interest, achievement motivation, social emotion and will quality.

Trainers should face the gender differences of learners, use different learning methods to play their psychological strengths, make up for their psychological weaknesses, and promote the achievement of training objectives.

3 Conclusions

Teaching is a kind of creative activity. The new curriculum reform requires primary and secondary school teachers to fully consider students' intelligence factors and non-intelligence factors, especially the influence of non-intelligence factors on students' learning. In the process of teachers' continuing education, the trainers are undoubtedly most concerned about how to choose a scientific and reasonable teaching method to achieve the teaching objectives to the greatest extent in the face of complex teaching objects with different educational backgrounds, different professional titles and different origins.

Adult psychological characteristics have a certain stability, its plasticity is not as good as primary and middle school students. Teaching methods should be diversified, students should study on their own, equal treatment of every student, flexible use of teaching methods has been a cliché, how to do it? Education and teaching theory alone is far from enough. The trainee is a living individual with feelings, the choice of teaching method must take into account their psychological aspects. However, they are different from learners in the general sense, so it is necessary to explore their psychological factors, especially non-intellectual factors. After fully understanding the learner's motivation, interest, emotion, will, personality and other aspects of the factors, comprehensive factors, choose a practical teaching method.

Pedagogy is not a subject to sit and talk about, it needs learners' personal experience and perception. It is necessary for primary and secondary school teachers to return to their identity as students and re-experience the teaching process from a different Angle. In this process, they can not only learn theoretical knowledge, but also acquire a new understanding of education because of the role change. The teaching method chosen by the trainer is not only a teaching method for the trainees, but also teaches the content of teaching method to the trainees. Therefore, as a trainer, we should not say one set (teach primary and secondary school teachers to pay attention to the non-intellectual factors of students in the teaching work and choose scientific teaching methods) or do another set (adopt traditional leadership teaching methods). Teaching by example is one of the effective ways of education. To reform and innovate teaching methods and improve the teaching quality of continuing education, it is necessary to train teachers to have the mentality of loving education. Deeply understand the significance of teachers' continuing education; Cultivate advanced educational ideas; Have strong teaching ability; The ability to master and properly use modern educational technology; The ability to understand others, especially students, can really address the needs of students. Only in this way, the combination of theory and practice can really improve the quality of training and achieve training objectives.

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