

Research on the Application of Seminar Teaching Method in Correcting the Learning Psychology of Minority Students in Private Colleges and Universities

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Abstract: Minority students' learning psychology has always been one of the subjects studied by University workers. Its influence is complex and complex. The development and the correction of learning psychology is closely related to appropriate teaching methods. Therefore, this paper analyzes the factors that affecting minority students' learning psychology firstly, and then mainly discusses the application and results of discussion-based teaching method in positively guiding students' learning psychology, and explores the effect of appropriate teaching methods on correcting minority students' learning psychology in private colleges and universities.

1. Introduction

Any multi-ethnic country in the world pays great attention to multi-ethnic culture and education [1]. Now, more and more ethnic minority students go out of their familiar cultural and living environment and go to universities and colleges in the mainland to study and embark on another learning journey of life. Because of the changes in basic education, learning methods, language communication, living environment and social circle, family economic conditions, differences in national beliefs, and alienation in interpersonal relationships, minority students can not keep up with the progress of their studies. Over the years, their learning psychology has changed, showing anxiety, disgust with other studies, there are some psychological problems in learning, such as lack of motivation, lack of confidence in learning, lack of professional interest and so on[2].

The development of learning psychology is closely related to the teaching methods accepted by students [3]. In order to help minority students correct their learning psychological problems effectively, according to their actual learning conditions, we adopt seminar teaching method to reform the teaching methods they accept. In order to explore the effect of seminar teaching method on correcting the learning psychology of minority students in private colleges and universities.

2. Analysis on the Study Psychology of Minority Students

Learning psychology is the traditional research field and core part of educational psychology. The study psychology of college students mainly refers to the psychological phenomena and laws in the process of college students' study. Because of the particularity of their origin, the reasons for the formation of study psychology of ethnic minority students are more complex, The specific analysis is as follows.

2.1 Changes in the learning environment

In order to better accept education and broaden their perspective, minority students choose to go to inland universities far from their hometown. The sudden change of living environment and introverted and astringent personality make it difficult to open the social circle. The sudden change of living environment, as well as the introversion, makes it difficult to open social circle. For a long time, their mood will become depressed, which is reflected in their lack of interest in learning. which will inevitably lead to a sudden change in learning psychology and decline in grades.

2.2 Differences in learning fundamentals

Because of the differences in regional development, school-running conditions and teachers' strength, basic education in minority areas is relatively weak, and it is very difficult to keep up with the progress of university classes in classes with mainland students. At the same time, many students become timid because of the unfamiliar environment, Or there are so many difficult questions that they don't know where to ask them, so that they don't have the habit and courage to consult teachers after class, so they accumulate more and more difficult problems and eventually produce psychological problems of losing confidence in learning.

2.3 Shortage of learning motive

Many students suffer from too much study pressure in high school, or are forced to study under the pressure of their parents, resulting in the psychological laziness of learning after entering the University campus. Or the major of the university is to choose according to the proposal of others, When they enter the campus, they find that the majors they choose are different from their own expectations. They question their majors and thus become tired of learning.

2.4 The difference between high expectations and low harvests

Due to family reasons, many minority students are eager to acquire knowledge or skills that they can achieve great success after graduation, so as to maximize their ability to develop. However, due to the foundation of university knowledge and the relative theoretical nature of professional knowledge, to some extent, they fail to meet their desire, which leads to the contradiction between high expectation and low harvest of students, thus resulting in a series of learning psychological barriers, such as reduced interest in learning.

2.5 The change of learning motivation, learning style and method

There are great differences between the learning methods of the university stage and the middle school stage. First of all, the learning objectives in middle school are clear. while the university stage has learning objectives, but because of its relatively long-term, abstract and empty, some students have the phenomenon of lack of learning objectives or unclear learning objectives.

3. The Development of Learning Psychology and Its Connection with Teaching Methods

3.1 Development of Learning Psychology

The research on students' psychological development has gone through many stages. The early conclusion was made in the first half of the 20th century. It was formally put forward by Thorndike by integrating associationism with animal research. In the second half of the 20th century, a new study of learning psychology, the cognitive view, began to take shape, and Tolman became an important figure in the transition from the United conclusion to the cognitive view. Until modern times, the cognitive view has become the mainstream of the study of learning psychology. Learning theory has been transformed from the joint conclusion to the present cognitive view. As pointed out by Scandola (1981), learning psychology has undergone the so-called "S-R paradigm to information processing transformation".[4] Vesta (1989) also believed that learning theory "has recently shifted from behaviorism to cognitive psychology"[5].

Modern cognitive view regards learning as a process of knowledge construction, so learners become active constructors of knowledge from passive receivers. As Meyer (1992) clearly pointed out, "Contrasting with the classical behaviorists' view that learners are passive receivers whose learning is automatically influenced by practice and reinforcement, the cognitive theory of dominant psychology now provides a view that learners are active processors of information."[6]

3.2 The Combination of Learning Psychology Research and Teaching Problem Research

Bruner has long recognized that the early research field of association conclusion focused on pure learning and explained the occurrence and regularity of learning from the viewpoints of

connectionism and behaviorism. However, the study of these learning theories can only reveal the general regularity of people's learning, and related studies should also be concerned with how to make people master knowledge and skills more effectively. The study of learning psychology should also be combined with the study of teaching psychology. According to the general rules of learning, we should formulate the necessary educational objectives and measures, set up the necessary courses, and use appropriate teaching methods to effectively impart knowledge and skills to students. Therefore, Bruner attaches great importance to the development of students' intelligence. For this reason, he studies the problem of redesigning courses to cultivate students' intelligence, which requires knowledge of teaching technology to make learning theory serve teaching practice. Bruner's educational reform movement has aroused people's further exploration of learning psychology and made it serve education and teaching better.

Therefore, after carefully analyzing students' learning psychology and bruner's educational reform movement, the research on the research-based teaching method and the development law of students' learning psychology has positive guiding significance for correcting students' learning psychological problems.

4. The implementation of exploratory teaching method and its application in correcting minority students' learning psychology in private colleges and universities

Discussion teaching method is a comprehensive education teaching method under the guidance of teachers, which takes students as the main body and revolves around a certain central topic to explore independently first and then discuss in a collective form to conduct research and discussion, reach consensus, understand and master knowledge.

Minority students in our school account for a certain proportion in the student source structure. In order to let minority students better integrate into the learning state and keep up with the teacher's teaching progress, many courses in our school adopt the hierarchical teaching mode. Although stratified teaching solves the problem of differences in learning basis among students, the traditional teaching method of full-room irrigation makes minority students less active in class. Therefore, in order to effectively improve minority students' interest in learning and correct their learning psychology, exploratory teaching method emerges at the historic moment. Its specific application is as follows (in chemistry, for example):

Project		Teaching case	Instructions for implementation
Content of courses		Electrochemical corrosion of metals -- differential aeration corrosion	Students often see metal corrosion in their lives, and have a certain interest in learning and identity.
Teaching link	Creating situations	Why does barbed wire corrode at intersections?	The teacher creates a situation by asking questions, pictures or images, and asks a central question
	explore	Guide students to clearly put forward the principle of corrosion at the intersection of barbed wire. Methods: 1. Recall the principle of electrochemical corrosion of metals. Recall the causes of electrochemical corrosion.	Around the questions, students seek answers through reading, comparing, thinking and reasoning according to the goals and approaches put forward by teachers.
	discuss	Some students put forward that the corrosion of wire mesh intersection is due to the small gap between the metals at the intersection and the metal contact at the intersection.	The laboratory conducts simple experimental verification, discusses in the group, puts forward the feasible plan, and the group leader makes a summary speech.
	validation	First, let the students try to analyze the electrolyte solution at the intersection of barbed wire, write the electrochemical reaction equation of positive and negative electrodes, and then the teacher makes a supplementary correction.	The roles of teachers and students are exchanged so that students can boldly explain and discuss the hypothesis and draw correct conclusions.
	summary	Because the oxygen concentration at the intersection of wire mesh is relatively low, the negative reaction of losing electrons occurs, and the positive reaction occurs in other parts of the wire.	Through the phenomena that can be seen everywhere in life, students are guided to have an interest in theory, and then discuss their own solutions to get the answers.

Through the implementation of this teaching method, minority students' learning psychology has

a great positive impact. First of all, their interest in learning chemistry has been greatly improved, their fear of learning has been weakened, more students are willing to participate in classroom teaching, dare to express their views and understanding. Secondly, through the discussion of the problem, the communication between minority students and Han students increased, and the sense of learning identity and self-confidence improved. At the same time, the communication between teachers and minority students increased, and the sense of strangeness in learning environment weakened. Finally, the interest in learning is improved, so that students' learning motivation is transformed from external to internal, they are more confident about their major, and their learning state is sublimated.

5. Summary

There are many factors that affect the learning psychology of minority students, and the factors are closely related, often affecting the whole body. Therefore, in order to protect students' learning psychology better and correct their learning psychological problems, we should not only start from psychological counseling, but also make smart changes to conventional courses to achieve good results.

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