

Professional Realm and Self-cultivation of College Psychological Teachers in the "Internet +" Era

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Abstract: The current wave of the "Internet +" era, big data and artificial intelligence technologies have not only brought new developmental transformations and opportunities to society but have also had a profound impact on the traditional field of education. The development of "Internet +" has given rise to many improved and innovative educational concepts and models, opening new pathways for the reform of traditional education. Driven by this transformation, university psychology teachers should actively embrace the new ideas of "Internet +", integrating both traditional and modern educational concepts and methods. While focusing on enhancing personal basic teaching quality, they should use emerging "Internet +" technologies to comprehensively optimize their knowledge systems and teaching abilities, and apply these new technologies to educational practice. The goal is to more effectively meet the diverse needs of students, adapt to the rapid development of society, and thus realize the value of teachers themselves, showcasing the "people-oriented" educational philosophy, and closely following the pace of integration between "Internet +" technology and education.

Keywords: "Internet +"; College Psychological Teachers; Career Realm; Self-cultivation.

1. Introduction

In March 2015, The Premier of China Li Keqiang first introduced the "Internet +" action plan in the Government Work Report, defining it as a national strategy aimed at driving industrial innovation, promoting cross-industry integration, benefiting public welfare, and fostering the innovative development of China's economy and society [1]. In recent years, the rapid development of emerging information technologies such as cloud computing, big data, and new media has led to their deep integration with traditional industries and professions. To date, the national "Internet +" innovation and entrepreneurship competition for colleges has been held nine times, drawing significant participation and attention from universities across the country. Every year, some innovative ideas stand out, and the concept and application of "Internet +" continue to penetrate deeper into various fields, bringing more opportunities and challenges. In the new era, Internet technology has become a key force in societal development, profoundly influencing and widely integrating into all sectors, and promoting innovative development across industries. Since the beginning of the 21st century, disciplines such as sociology and psychology have recognized the Internet as an important research dimension. For contemporary university psychology teachers, it is equally important to explore how to work under the "Internet +" context. Relevant policy documents, such as the "Guidelines for the Education of Psychological Health of Students in Higher Education" (Jiao Dang [2018] No. 41) and the "Outline for the Improvement Project of Ideological and Political Work Quality in Universities" (Jiao Dang [2017] No. 62), further clarify the responsibilities and guidelines for university psychology teachers. The primary goal of psychological health education in the new era is to promote harmony and stability on university campuses, cultivate psychological peace and health among students and teachers, enhance humanistic care and psychological support, and

thereby foster the coordinated improvement and development of students' and teachers' psychological health, moral qualities, and scientific and cultural qualities. How to seize the development opportunities of the "Internet +" era, continuously innovate the professional realms and self-improvement practices of university psychology teachers, and effectively improve their professional quality and capacity for professional development, has become an urgent research topic for university teachers, especially young teachers, in their professional practice.

2. Education in the Era of "Internet +"

In the current era marked by the rapid rise of "Internet +", innovative technologies such as cloud classrooms, big data, and cloud computing have greatly enriched traditional educational methods, leading to the emergence of new educational models like micro-courses, MOOCs, flipped classrooms, and open online courses. These have added layers to traditional educational models, brought about better and newer educational concepts, and provided rare opportunities for deep-seated reforms in education [2].

2.1. Optimize the Allocation of Educational Resources

In May 2015, the Vice Premier of China Yandong Liu delivered a speech at the International Conference on Education and Information Technology, where she pointed out that educational informatization has broken down traditional spatio-temporal boundaries and become an effective means to reduce educational inequality and promote educational equity. The use of information technology has not only greatly reduced the dissemination costs of high-quality educational resources but also enabled these resources to reach rural and remote areas, significantly narrowing the geographical and digital divide in educational resources, and making it possible for approximately 120 million children

who could not attend school to realize their dreams of education [3].

Before the rapid development of information technology and the Internet, the influence of an outstanding teacher or an excellent course was usually limited to a few dozen students or a few classes. However, in the current wave of "Internet +", through diversified means such as MOOCs and online open quality courses, countless students have access to top educational resources. Thus, "Internet +" related technologies have driven the equitable and rational allocation of educational resources, and the educational gaps caused by geographical, temporal, and resource deficiencies are gradually being narrowed.

2.2. Optimizing the Pathways for Students to Acquire Knowledge

The new round of curriculum reform highlights the dialogic relationship between teachers and students, advocating an equal, free, and democratic interactive model between them. Under the influence of "Internet +", the traditional field of education is undergoing profound changes, greatly promoting the development of dialogic relationships between teachers and students. Leveraging advanced information and Internet technologies, students' approaches to exploring knowledge have expanded from traditional teacher lectures and paper books to seeking knowledge through multiple pathways online anytime, anywhere. This immediate and efficient way of acquiring knowledge not only accelerates students' learning pace but also greatly stimulates their enthusiasm for learning and self-motivation, providing broad space for students' independent exploration and critical thinking. Therefore, teachers need to rethink their roles, transitioning from traditional classroom knowledge "transmitters" to "guides" in students' learning. In this educational model, the structure where "the student need not be inferior to the teacher, nor must the teacher be wiser than the student" will become increasingly common. From this perspective, "Internet +" not only optimizes the pathways through which students acquire knowledge but also helps to build more equal and harmonious teacher-student relationships, enhance students' agency in the learning process, strengthen the role of teachers as guides in the knowledge imparting process, promote the establishment of dialogic teacher-student relationships, and provide a solid foundation for the smooth implementation of curriculum reforms [4].

2.3. Leading the Diversified Development of Educational Models

The "Internet +" era has brought new technologies that are increasingly integrating with traditional classrooms, forming a complementary mechanism that has led to the creation of a series of innovative teaching models and methods. Emerging educational formats such as MOOCs, micro-courses, online courses, and flipped classrooms all focus on enhancing the student learning experience and fostering increased interest in learning. These new teaching methods, combined with traditional offline education and utilizing big data technology to collect and analyze student learning behavior, allow for continuous adjustment of teaching strategies based on offline educational insights. This not only enhances interaction between teachers and students but also strengthens the spirit of cooperation and inquiry among students, fully demonstrating a student-centered educational philosophy. In actual teaching scenarios, teachers can flexibly choose the

appropriate teaching mode or combine multiple modes based on specific teaching needs [5].

Therefore, the impact of "Internet+" on education goes far beyond its use as a mere tool; it has constructed a completely new educational ecosystem. This emerging educational ecosystem not only breaks the traditional spatio-temporal limitations of education but also promotes educational equity, personalization of education, diversification of educational models, and the ecologization of educational concepts. It lays the foundation for building a large "Internet+ education" platform and supports the formation of a lifelong learning system and the establishment of a learning society.

3. Professional Realm and Development Strategies of College Psychological Teachers in the "Internet +" Era

3.1. Three Realms of Teacher Development

Teachers who view education as a profession often regard it as a means to a livelihood. They tend to participate in educational activities with a mechanical, imitative, and passive attitude, focusing primarily on transmitting knowledge as their fundamental task in student development. In contrast, teachers who view education as a specialization delve into enhancing their professional knowledge and skills. Although they usually explore under external professional standards and can actively adapt to educational demands, finding opportunities for improvement in the constantly changing educational environment, they may become complacent and lose motivation to further their development once they reach certain standards. In their interaction with students, these teachers are committed and employ diverse teaching strategies to enhance teaching efficiency and quality; however, they often overlook a deeper exploration of the ultimate goal of education—life development. Teachers who view education as a calling have a profound understanding of the connection between education and life, seeing education as a crucial means to realize personal life values. These teachers, with a conscious and innovative attitude, devote themselves wholeheartedly to the educational field, aiming primarily to inspire students' potential and enhance their own quality of life [6].

On the eve of Teacher's Day in 2014, Jinping Xi, General Secretary of the Communist Party of China, made an important speech during his visit to Beijing Normal University. He encouraged teachers to become "four haves" good teachers—those with ideals and beliefs, moral sentiment, solid knowledge, and benevolence [7]. As young teachers in the new era, they should continually motivate themselves with these "four haves" standards, taking them as the core guidance and goals of their professional careers to achieve higher educational accomplishments and fulfill the mission of moral education seriously.

3.2. Strategies for the Professional Development of College Mental Health Education Teachers under the Background of "Internet +"

With the rapid development of information technology, university mental health education has undergone significant changes in educational models, approaches, and content. In this era dominated by the Internet, how to effectively conduct

mental health education for college students has become an unavoidable challenge for universities.

Firstly, universities should guide teachers to actively learn how to create MOOCs and micro-courses, and design flipped classrooms to promote innovative teaching models such as video open courses, micro-courses, MOOCs, and flipped classrooms throughout the campus. This not only enables teachers to master emerging technologies but also broadens their teaching skills, thereby enhancing their teaching abilities and efficiency. Additionally, through extracurricular activities such as Mental Health Education Month, the "5.25" China University Student Mental Health Festival, World Mental Health Day, and other key times, a series of colorful thematic activities should be organized to enrich the content of psychological practice activities and enhance students' active participation through online interactive activities, promoting self-help and mutual assistance in student mental health education. It is also important to value the integration of online and offline elements, create situational dramas to simulate real-life challenges faced by students, provide personalized online mental health education resources, and fully utilize social media to integrate mental health education into students' daily lives, enhancing teacher-student interaction. During critical periods in students' lives, such as enrollment, graduation, exams, and social practice, psychological health education should be integrated to help students increase their knowledge of mental health, improve their psychological adaptability, and strive to cultivate students' positive psychological qualities.

Secondly, establishing an educational resource sharing platform to facilitate learning and development among teachers of different disciplines, promote interdisciplinary communication and integration, reduce the time and effort teachers spend on organizing teaching resources, and allow them to focus more on teaching itself. In developing educational resources, universities should build a psychological health curriculum system and implement it diligently, continually introduce professional psychological teachers, encourage interdisciplinary communication and cooperation, and ensure close collaboration between psychological teachers and educational technologists. They should actively use online education platforms to monitor students' psychological states timely, prevent and address student psychological issues proactively, optimize expertise, improve the overall efficiency of psychological health education, and promote teachers' professional growth.

4. Self Cultivation of College Psychological Teachers in the Era of "Internet +"

4.1. Strengthen the Awareness of Independent Development

As teachers become more aware of their self-development, they display more initiative and self-discipline in their teaching activities, achieving a shift from unconscious to conscious and from external to internal motivation. A strong sense of self-development brings a higher sense of responsibility in their self-development processes, encouraging teachers to actively engage in self-improvement and perfection, thus making professional growth more proactive and motivated [8]. In the context of "Internet+" development, university mental health education teachers

need to continually update their educational perspectives, integrate the internet-endorsed values of equality, openness, sharing, and collaboration into their professional growth, establish a lifelong learning philosophy, enhance the agency in their professional development, and actively participate in their career growth path.

Firstly, university mental health education teachers should value self-growth, as personal growth and development are particularly crucial. Many studies have highlighted that the importance of personal growth in teachers surpasses traditional knowledge accumulation and skill learning. In professional development, a teacher's personal growth is not only a central topic but also key to determining their educational effectiveness [9]. Since university mental health education teachers typically have to undertake basic teaching tasks as well as additional student counseling and consulting work, they face challenges that include self-awareness, professional burnout, and the exploration of life philosophies. They need to deeply analyze and understand their personality traits through personal experiences and professional supervision, accept their limitations, and enhance their sense of personal value. Specifically, activities such as "personal growth groups" and "semester plans" can help mental health education teachers with self-awareness, self-acceptance, and self-improvement.

Secondly, university mental health education teachers should always maintain an open attitude towards learning and adopt proactive learning strategies to continually enhance their information literacy skills. Teachers should stay abreast of the latest developments in their fields, update their educational perspectives, and set suitable development goals in response to the needs of society in the internet age. Utilizing various available resources and channels, they should filter beneficial knowledge and learning methods from a vast amount of information. In today's era, where education and the internet are increasingly integrated, mental health education teachers must possess the ability to use information platforms for knowledge retrieval, effectively interpret and filter various media information, utilize information technology to integrate and build educational resources, and proficiently use social media and mobile media for educational activities.

Lastly, in the era of "Internet+", teachers need to establish a lifelong learning philosophy. Through continuous learning, teachers can deepen their self-understanding, identify their weaknesses in education and teaching, and commit to deepening their knowledge structures to innovatively apply this knowledge in the ever-changing teaching environment [10]. In today's educational field, the internet connects a wealth of educational resources and relationships, creating a diverse and extensive learning ecosystem. The "Internet+" era has not only greatly improved students' learning models and facilitated their growth but has also brought new opportunities and challenges for teacher development. As active participants in the era, teachers should also strengthen their ability to use the internet and other modern educational technologies, integrate traditional and modern teaching concepts, and engage actively through various platforms and technologies to promote exchanges with peers, learn from outstanding colleagues and experts, and thereby continuously enhance the quality and effectiveness of their education.

4.2. Strengthening Information Literacy and Educational and Teaching Abilities

"Internet+" has brought about a new benchmark for assessing an individual's comprehensive abilities, which now include "search quotient" (SQ) - a measure of a person's ability to use information tools to obtain effective information, known as information literacy [11]. As students increasingly immerse themselves in the "Internet+" development trend, their independent and innovative thinking continues to evolve, demanding that teachers possess stronger information-gathering abilities and independent innovative consciousness. This is essential for addressing various problems students encounter during their learning process and for guiding students towards positive development.

Teacher self-improvement includes enhancing information literacy, which is an effective way to align with the latest educational concepts and models. This includes understanding the role of information technology in classroom teaching and having the initiative to apply information technology to improve classroom teaching. It involves familiarity with various office and teaching software, integrating them into daily work and subject teaching to enhance work efficiency and teaching quality, acquiring the needed digital resources from various channels, mastering the tools and methods for obtaining, processing, organizing, developing, and managing digital resources, and possessing a sense of ethics and information security, and leading by example. Advancing teachers' information literacy involves multiple approaches: educational administrative bodies should formulate related policies and plans to encourage and guide the creation of an informational learning environment across society; schools should organize various teacher information literacy enhancement training and exchange activities; and teachers should adopt a proactive learning philosophy, actively participate in various training sessions, actively learn relevant information literacy knowledge, and consciously apply it in practice to continually enhance their information literacy.

In the "Internet+" era, it remains crucial for university mental health teachers to effectively deliver lectures, necessitating systematic instruction and meticulous planning in course planning, lesson plans, and course design. However, a teacher's educational and teaching capabilities are not limited to the traditional classroom setting. The flexible application of "Internet" and "big data" technologies also represents a vital avenue for teachers' self-improvement. Enhancing teachers' ability to utilize "Internet+" related technologies involves scientifically mining student characteristics, integrating with traditional assessment systems to fully understand students' learning abilities and conditions. This data forms the basis for data analysis, which is essential for further improvements in teaching plans and effectively guiding students based on their individual characteristics, making full use of various data types and

employing big data analysis to refine teaching strategies.

As the concept of "Internet+" continues to deeply integrate with traditional professional fields, this model is leading society towards high-quality innovative development. As a university mental health teacher, it is essential to clarify one's role, aiming to cultivate the talents needed by society and the nation. This requires aligning oneself with the themes of societal development, continuously strengthening personal capabilities, and effectively guiding students towards the correct path of innovative development. Ultimately, fulfilling the needs of students, adapting to societal development, promoting the realization of teachers' self-worth, embodying the "people-oriented" philosophy, and keeping pace with the integration of technology and education in the current era are critical.

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