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Analysis on the Training Mode of Individualized Talents in Applied Psychology

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Abstract: The teaching of applied psychology is characterized by practicality, which requires students to serve the society with professional psychological knowledge, and to show their creative value through theoretical knowledge in applied psychology. However, according to the existing teaching experience, applied psychology has not established a more scientific and effective education mechanism: local professional education activities started late, and students' quality is low; The training mode for professional talents is not mature, and teaching methods need to be improved. Based on the talent training mechanism established by applied psychology specialty, this paper discusses how to build a personalized talent training model.

Keywords: Applied Psychology; Personalized Talent Training Mode; Create Policy.

1. Introduction

The psychological pressure of the public urgently needs to be addressed. Looking at the current market for psychological talent application, the pursuit of high-quality and versatile talents has never stopped. In order to put applied psychology professionals into social positions, improve their own competitiveness, and improve the training program of applied psychology professionals, colleges and universities must adjust the original talent training program in combination with social employment needs and talent development needs. Only by meeting the development needs of different learners and establishing a talent training mechanism integrating theoretical teaching, practical training and teaching, and all staff communication, can the growth of applied psychology professionals be accelerated.

Personalized talent cultivation should focus on the word "individuality", with the goal of meeting students' personalized needs and highlighting their personalities and hobbies in certain aspects. It should not only focus on students' professional teaching, but also promote their comprehensive development from the perspective of quality education. With students' comprehensive qualities as the starting point, a student-centered talent cultivation model should be established, and various professional skill competitions and school cultural and sports activities should be carried out. Although psychology started late in China, more than one hundred schools have set up applied psychology, but the scale expansion does not represent the development of professional quality. At present, due to the lag of traditional teaching mode and the lack of compatibility between market competition and employment, professional development cannot link up talent training and talent demand, and applied psychology professional teaching lacks practical value. Therefore, it is imperative to build humanized talent training for applied psychology specialty that meets talent needs. On the one hand, according to the survey and analysis of the teaching model of applied psychology, most graduates are less satisfied with the professional practice teaching arrangement, especially for theoretical courses such as "History of Western Psychology" and "abnormal psychology", because these courses are not only abstract in theoretical knowledge, but also lack practical value in practical work. In particular, after graduation, students' satisfaction with the setting of these courses is significantly lower than that of students in school, and for courses such as "psychological counseling" and "experimental psychology", students in school and graduates' satisfaction are significantly higher than that of theoretical courses, with more than 58% satisfaction. Compared with the theoretical courses, the practical courses of applied psychology are more applicable and practical, which is more conducive to the employment and development of students. Therefore, it is a good choice to build a personalized talent training model of applied psychology from the perspective of practical teaching. On the other hand, in the survey of assessment methods, most graduates believe that the practical skills of applied psychology are generally lack of psychological diagnosis skills and psychological consultation skills, and the professional assessment methods are lack of practicality, which leads to the inability to adapt to the actual environment in work, and the practical skills cannot meet the job requirements, so that the lack of psychological diagnosis skills and psychological consultation skills, Many graduates still need to undergo practical learning again in their actual work.

For a long time, there has been a lack of practical and applied talents in the field of psychology in China, as the main training objectives are always research-oriented and teaching oriented talents. However, the social demand is not large. With the gradual improvement of master's and doctoral education in China, the training objectives of psychology professionals have gradually shifted towards practicality, innovation, and practicality. At present, the major of applied psychology is mainly set up for psychological consultation and psychotherapy, focusing on the cultivation of talents engaged in mental health and psychological consultation. Therefore, based on the social needs and professional senior development, the goal of the personalized talent training model of applied psychology should be to cultivate compound talents with solid basic psychological knowledge, school oriented mental health education, human resource management, community psychology and other talents. Among them, school mental health education talents and psychological consulting talents are relatively needed in society. Therefore, in order to break through the bottleneck of professional development, it is necessary to form a

professional practical teaching model that integrates theory and practice, as well as to construct a personalized talent cultivation model based on students' personalized development. For this reason, applied psychology needs to formulate the training goal of applied talents according to the characteristics of psychological consultation, formulate improvement strategies for the problems existing in professional teaching based on the market demand, put forward the development strategy of applied psychology based on the needs of different fields of society for psychology, promote the reform of professional teaching, guide the innovation of talent training program with personalized teaching, so as to effectively improve the quality of talent training, Actively promote student employment.

2. Current Situation of Applied Psychology Professional Training

2.1. Backward Talent Cultivation Mode and Insufficient Education Efforts

Applied psychology has always been concerned in the West, but due to the late start of education reform in China, the development speed of applied psychology in the local campus has not reached the expected results. Since 1988, the Ministry of Education of China has officially added applied psychology to the undergraduate specialty list. Faced with the new educational landscape in the new era, education has determined its future educational goal: to cultivate composite and modern talents who can engage in psychology related work in different fields in scientific research departments, educational institutions, enterprises and institutions. With the continuous improvement of China's economic strength and living standards, applied psychology has become the current "hot plate". The number of candidates has increased year by year, and the social talent gap has gradually expanded. The strong pursuit of high-quality and high talent has become a landscape. However, reviewing the educational activities organized by universities, the educational guidance programs implemented by them did not meet this requirement; In the training activities of applied psychology professionals, talent training and education have been carried out in accordance with the original framework of theoretical teaching and practical teaching, and students' subjective initiative cannot be mobilized. The demand for talent in society is constantly changing, but the educational guidance concepts adopted by universities have not been adjusted accordingly. Credit and performance, which are the key criteria for assessing the development quality of applied psychology professionals, cannot affect the future development of students. Some professional teaching activities have lost long-term value, leading to greater employment pressure on students. The backward talent training mode and the slow growth of professionals lead to the development of applied psychology professionals cannot be guaranteed.

2.2. Education Guidance Philosophy Derails, Making it Difficult for Talents to Progress

In order to train outstanding applied psychology professionals in the new era, we must comprehensively strengthen teaching management and establish a new talent training model. On the one hand, the educational guidance concept should start from the development needs of students, design a teaching guidance model that integrates theoretical teaching, practical education, and self-development, and comprehensively drive students' progress. On the other hand, universities and teachers must broaden their horizons, adjust their education models to meet the future development needs and job requirements of students in the new era, ensure that they have the basic literacy to participate in teaching activities, and improve their education work. From the perspective of practical education experience, the problem of "forming a school of its own" in the training of applied psychology professionals has not been solved: teachers only pay attention to the dissemination of psychological knowledge, and will not adjust the teaching content according to the students' future employment needs and interests, leading to the derailment of teaching activities and the employment problems that students most care about; Most teaching activities attach great importance to theoretical indoctrination, and few teachers organize students to conduct psychological activities, psychological ideology research, and other work, resulting in learners having to "rely on textbooks to eat old books", and their personal learning abilities cannot be developed, and their learning needs cannot be met.

3. The Significance of Creating Personalized Talent Training Model for Applied Psychology

The training of applied psychology professionals is faced with double challenges from students and society: learners are eager to learn more usable applied psychology knowledge in applied psychology, improve their knowledge reserves, and cultivate themselves to be able to meet the requirements of the post in the new era; Social employers have put forward new educational requirements for cultivating versatile and high-quality talents, emphasizing the comprehensive performance of talent abilities and qualities. Under the internal and external synchronous restrictions, it is particularly important to create a personalized talent training model for applied psychology. First, it can meet the learning needs of contemporary college students, strengthen the comprehensive guidance of students through applied psychology professional knowledge, practical education, skill training and other activities, and build students into new century talents who meet the requirements of modern employment; Secondly, enhance the educational competitiveness of our school. When colleges and universities carry out the training of applied psychology professionals in the way of "drifting with the tide", the overall quality of talents in different schools is relatively similar, and the competitiveness and modernization of education cannot be shown, which leads to the difficulty of learners' progress. Attaching importance to the construction of personalized talent training mode, we can design personalized talent training programs from the perspectives of talent demand and school environment, thus accelerating the growth of modern talents and demonstrating the competitive advantages of our applied psychology professional talent training program. Third, to meet the requirements of social employment, social enterprises and employers can also participate in education activities in a timely manner by virtue of the talent training model [3] built by the applied psychology specialty, bringing the employment trend in the social environment and the comprehensive requirements of students for talent skills in the new era to the classroom, and refining the details of talent training. Building a personalized talent cultivation model is a response to teaching requirements, student needs, and social

positions.

4. Strategies for Creating Personalized Talent Training Mode for Applied Psychology

4.1. Supplement Educational Resources to Fully Meet Educational Requirements

Under the background of educational reform, the construction of personalized talent training model for applied psychology has been put on the agenda, and colleges and universities have begun to plan relevant educational models according to the requirements of modern education. However, in the process of implementing teaching work, the focus of personalized talent cultivation models is mostly on "optimizing teaching models", and few teachers consider the impact of students' abilities and needs on teaching activities. For the teaching of applied psychology in the new era, the personalized talent training mode should take diversification and selectivity as the basic starting point, and attach importance to the comprehensive application of modern educational theories and educational resources. In addition to the reform of educational methods, it is also necessary to adjust the teaching plan in combination with the training needs of applied psychology professionals, and attach importance to the flexible allocation of multiple resources to meet the training requirements of applied psychology professionals.

In view of this teaching orientation, colleges and universities must emphasize the integration and utilization of diversified resources and flexibly optimize teaching guidance methods in the process of constructing personalized talent training mode around applied psychology specialty. On the one hand, we should do a good job in the development and application of scientific theories, take textbooks and teaching syllabus as the basic educational reference materials, set the training objectives of applied psychology professionals, refine the training details of applied psychology professionals, improve the learning efficiency of talents, introduce professional applied psychology theories, stories and application cases into the classroom, and fully meet the theoretical learning needs of students [4]. On the other hand, we should do a good job in the external extension and application of applied psychology teaching resources. In addition to the professional knowledge of applied psychology in the classroom, we should combine social employment requirements, employment stories of professional graduates, basic professional qualities and other information to carry out teaching guidance for future employment. Bring information such as professional post requirements, unit talent selection requirements, and changes in the employment trend of applied psychology professionals into professional teaching activities, improve the information supply chain, create a professional teaching model from talent training, theoretical education, talent quality requirements to future career selection, and fully meet the development needs of students in all aspects. Only when learners have a correct understanding of the comprehensive talent training objectives of applied psychology can the growth of talents be accelerated.

The construction of personalized talent training mode of applied psychology should innovate teaching organization form from the perspective of practical teaching, build space for students' personality development, take people-oriented as the concept of the whole professional teaching, regard students as individual individuals, develop personalized teaching methods based on students' uniqueness and differences, and implement hierarchical teaching with the idea of teaching students in accordance with their aptitude on the premise of recognizing and accepting individual differences, Divide students into groups at different levels based on their existing knowledge level, abilities, and potential. Develop corresponding teaching methods around the learning characteristics of each group and based on their learning level. First of all, based on the differences of students at all levels to solve common problems, formulate personalized development goals. For students with different employment directions, such as school psychology health education teachers and social psychological consultants, first carry out basic psychological knowledge education, and then focus on the cultivation of educational ability and psychological counseling skills, while promoting students' personalized development, meet professional training goals, and promote students' employment and comprehensive development. Secondly, carry out hierarchical assessment and evaluation, with talent development as the starting point for assessment and evaluation, abandoning traditional results-based assessment and evaluation mechanisms, and dynamically conducting student development evaluation. For example, starting with the reform of assessment and evaluation of public basic courses, and then gradually deepening into the assessment of professional psychological experiments, abnormal psychology and other courses according to the reform effect, the reform of professional assessment can be effectively realized. Finally, actively adopting new teaching methods, innovating teaching organizational forms, using information technology and network technology to carry out psychology teaching, using new teaching methods such as flipped classrooms, micro classes, and MOOCs, providing students with multiple learning channels and breaking the traditional single classroom teaching mode through flipped teaching links, digitization and simplification of teaching resources, and networking of teaching platforms, Provide a wide range of development space for students' personalized development, construct a personalized space for students' learning and development, let students have more initiative and autonomy in learning, and effectively mobilize students' enthusiasm and creativity in learning. For example, making full use of classroom time to promote teacher-student interaction and group discussions, so that all students can participate in classroom learning and receive personalized guidance. Create a personalized practical teaching team and design multi-level open experimental projects. The cultivation of personalized talents in applied psychology requires teachers with innovative consciousness and high practical ability to achieve the goal of personalized talents cultivation.

4.2. Design Practical Activities to Test Students' Professional Skills

It has become an important task for applied psychology major to construct a personalized talent training model. But some teachers have fallen into the trap of traditional education: although they are constantly trying to develop personalized talent cultivation models, most of the education work focuses on theoretical education, ignoring the learning needs of students for practical activities. In the process of designing teaching plans, it is necessary to organize practical teaching

modules: on the one hand, add characteristic elements in personalized talent cultivation models to accelerate the formation of teaching models; On the other hand, targeted tests are conducted on students' thoughts and skills to accurately evaluate their abilities and drive their development.

In the process of constructing a personalized talent cultivation model, in addition to the theoretical teaching section, teachers also need to incorporate practical materials into teaching activities, guide students to embark on a new round of exploration, thinking, and learning activities, and comprehensively improve students' learning abilities. Teachers organize specialized practical activities with the themes of "psychological counseling" and "scenario simulation", and conduct comprehensive evaluations of students' relevant skills in groups. As shown in the following case: A man had a car accident with his wife while driving, and his wife unfortunately died. The man had been feeling very guilty and accompanied by problems such as inability to sleep and confusion. When driving, he always deliberately stepped on the brakes, and even had a fear of driving behavior at one point. How should we provide counseling for patients with this issue? The practical teaching has designed more abundant teaching modules: in addition to requiring students to apply professional psychological knowledge, it also attaches importance to the cultivation of students' humanistic thoughts and professional qualities: when conducting psychological counseling activities in simulated relevant situations, students should send psychological care to patients, eliminate patients' stress reactions and traumatic psychology with professional psychological knowledge, and complete the counseling task through scientific applied psychology knowledge. After the students show their skills, other team members and teachers jointly evaluate the students' professional skills, point out their advantages and disadvantages in the application of theoretical knowledge, professional attitude and other aspects, and strengthen the guidance and education for students majoring in applied psychology. Practical activities can be carried out through case analysis, scenario simulation, and other methods, with the goal of "applying what is learned" to guide students, and can also accelerate the development of students' professional skills.

4.3. Applying Online Platforms to Improve Talent Cultivation Efficiency

To create a personalized talent training model for applied psychology, relevant universities and teachers must combine modern technology and educational guiding concepts to optimize educational activities and comprehensively guide the progress of students majoring in applied psychology. Teachers should try to create a new talent training model of "online+offline" based on "Internet plus", and speed up the formation of personalized talent training mechanism. The psychological knowledge involved in the teaching of applied psychology is relatively complex, and it is difficult for students to achieve outstanding academic results in the absence of intuitive objects and learning materials. Teachers should develop and apply online platforms to improve talent cultivation efficiency, and rely on a new mechanism of "online+offline" to complete educational tasks. In the process of implementing teaching work around applied psychology specialty, we should create a new teaching mode that integrates online and offline teaching. First of all, the online platform is used to extend the education classroom. In the process of implementing teaching work, teachers can organize teaching around the professional knowledge of applied psychology, classroom interaction, and explanation of difficult and key knowledge, and import corresponding teaching resources into the online teaching platform: professional psychological knowledge, psychological cases, which can become materials to guide students' learning and development. Universities can enhance the confidentiality level of their online resource library by using the "swipe card login" method, allowing students to enter the online platform through the "one person, one certificate" swipe card authentication method, and carry out theoretical preview, case analysis and other activities. With the gradual maturity of the online platform, it is necessary to increase professional emotional education, occupational stress relief, social employment needs, academic exchange and discussion and other multi-functional sectors, strengthen the supply of resources for applied psychology and improve teaching quality; On the other hand, efforts should be made to link online teaching platforms with offline teaching activities, providing materials for offline teaching through online academic exchanges and problem discussions. Materials should be selected in daily life based on psychological effects and phenomena, such as research on psychological phenomena such as "window breaking effect" and "claustrophobia". Teaching should be conducted in offline practical exchanges to respond to the educational tasks proposed by online platforms. Teaching on online platforms is characterized by liberalization and openness, providing students with opportunities to solve learning problems. Relying on a new way of interaction to accelerate talent growth.

4.4. Strengthen Cooperation between Schools and Enterprises to Solve the Problem of Talent Cultivation

In the specialty of applied psychology, the future job selection and employment of talents cannot be ignored. Whether students can choose the desired position and play their personal value should be judged according to the employment situation. In the process of implementing teaching work and constructing personalized talent cultivation models, universities themselves should design teaching plans based on social talent needs and job employment needs, guide talents with professional standards, and innovate talent cultivation models. Universities must strengthen cooperation between schools and enterprises, and improve talent cultivation models with the support of social enterprises and institutions. In the training of applied psychology professionals, colleges and universities should reach a good cooperative relationship with enterprises and institutions. First, do a good job in talent training and education, improve the talent training plan according to the employment needs proposed by enterprises and institutions, strengthen theoretical education for applied psychology students in the new era, and determine the talent training program with career requirements as the vane. Secondly, cooperate with enterprises and institutions to establish campus training bases, simulate the actual application environment of applied psychology, strengthen the management and guidance of applied psychology students, and make them adapt to the future education requirements in advance. In the new era, the talent training mode of applied psychology specialty should be responsible for the future

development of students and their future career choice, showing the practical characteristics of the talent training mode of applied psychology specialty, so as to comprehensively improve the quality of students.

5. Conclusion

Nowadays, the teaching of applied psychology lacks practicality, which is not conducive to the work and development of students. To build a personalized talent training model of applied psychology, it is necessary to increase the proportion of practical courses in professional courses, especially to strengthen the training of students' psychological diagnosis skills and psychological consultation skills. It is necessary to focus on students and adjust the proportion of practical teaching in professional courses based on comprehensive quality, professional ability and professional quality in order to effectively improve students' application ability and meet the requirements of the market for talents, Realize seamless integration between talent demand and talent cultivation. From the perspective of the current talent application environment, the task of building a personalized talent training model for applied psychology is imminent. Colleges and universities must strengthen interaction with teachers and students, flexibly adjust the education program according to the talent training requirements, student development needs, and social position requirements, and drive the comprehensive development of applied psychology professionals in the new era. Only by designing a talent training mechanism integrating teaching, practical training and professional quality education can the growth of applied psychology professionals be accelerated.

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