Interdisciplinary Integration and Personalized Learning Practices in Personality Psychology Courses

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Abstract: *Personality psychology is a highly integrated discipline, and the traditional teaching model is no longer adaptable to the development of the discipline and the needs of talent cultivation. Based on the concepts of interdisciplinary integration and personalized learning, this paper systematically reforms and explores the teaching of personality psychology courses. Through teaching practice, students' interdisciplinary awareness and comprehensive practical abilities have been significantly improved, and their individual strengths have been fully developed. This study provides new ideas and paths for the transformation of the teaching paradigm of personality psychology in the new era, which is of great significance for cultivating innovative and compound talents.*

Keywords: *Personality Psychology, Interdisciplinary Integration, Personalized Learning, Teaching Practice*

1. Introduction

Personality psychology is an important branch of modern psychology, one of the fields that best embodies the characteristics of psychology. The Ministry of Education's "National Standard for the Quality of Undergraduate Teaching in Psychology Majors" identifies it as a core foundational course in psychology. This course primarily explores the psychological phenomena and their laws that arise from the interaction between humans and their environment from an overall perspective. Compared to other branches of psychology, the main feature of personality psychology is to take human nature as its core and focus on the whole person [1]. The research findings of personality theories, such as trait theory, psychoanalytic theory, and humanistic theory, provide a solid theoretical foundation for psychological therapy, career counseling, educational guidance, and other areas. Therefore, a deep and systematic understanding of personality psychology is crucial for cultivating high-quality psychology professionals.

2. The connotation of interdisciplinary integration and personalized learning

2.1 The connotation of interdisciplinary integration

Interdisciplinary integration refers to an innovative model that breaks through the boundaries of traditional disciplines and comprehensively uses theories, methods and technologies from different disciplines to solve complex problems collaboratively. It emphasizes interdisciplinary integration and collaborative innovation, and aims to cultivate students' all-round qualities and abilities. Interdisciplinary integration not only helps to broaden students' knowledge horizons and improve the breadth and depth of analytical problems, but also helps to cultivate students' critical and creative thinking and improve their comprehensive ability to solve practical problems.

2.2 The connotation of personalized learning

Personalized learning refers to providing students with appropriate learning content, learning methods, learning progress, etc., according to their individual differences, so as to meet students' personalized learning needs to the greatest extent and promote their comprehensive and individualized development. Personalized learning emphasizes student-centeredness, respects students' uniqueness and

differences, and provides a suitable education for each student. With the development of information technology and the updating of educational concepts, personalized learning has gradually become an important direction of education and teaching reform.

3. Teaching strategies that combine interdisciplinary integration and personalized learning in the teaching of personality psychology

The combination of interdisciplinary integration and personalized learning in the teaching of personality psychology requires systematic design and innovative reform in terms of teaching objectives, teaching contents, teaching methods, and organization of teaching links.

3.1 Teaching objectives should reflect the orientation and individualized differences of interdisciplinary integration

The traditional teaching goal of personality psychology is mainly limited to the knowledge level, and there is a lack of application teaching of personality psychology knowledge. In the context of interdisciplinary integration, the teaching objectives should be more comprehensive and balanced, taking into account the improvement of knowledge, ability and quality. Specifically, the teaching of interdisciplinary personality psychology should not only cultivate students' comprehensive understanding of the knowledge system of personality, improve students' ability to comprehensively use multidisciplinary knowledge to analyze personality problems, but also cultivate students' awareness and literacy of interdisciplinary communication and cooperation.

First of all, the teaching of personality psychology under the interdisciplinary integration should help students build a complete personality knowledge system. Personality issues are complex and multidimensional, and it is difficult to reveal the mysteries of personality from a single disciplinary perspective. At present, scientism has led to some basic deviations in psychological research, such as objectifying psychological phenomena resulting in the lack of human meaning and connotation, deviating from human nature, one-sided pursuit of universality and ignoring differences, and the worship of methods and techniques that disconnect theory from reality, which in turn leads to the dilemma of psychological research [3]. Therefore, the teaching goal of personality psychology course is to guide students to break down disciplinary barriers and learn to understand personality from the perspectives of psychology, biology, sociology and other disciplines. By integrating the basic theories, research methods, application problems and other core knowledge of personality psychology, it helps students form a systematic and three-dimensional picture of personality knowledge. For example, when teaching personality theory, it is necessary not only to explain the trait theory and psychoanalytic theory of personality psychology, but also to integrate the knowledge of genetic factors and neural mechanisms from the perspective of biology, and the social and cultural influencing factors from the perspective of sociology, so as to guide students to understand the biological-psycho-social mechanism of personality in multiple dimensions and construct an interdisciplinary knowledge framework.

Secondly, the teaching goal should focus on improving students' ability to comprehensively use interdisciplinary knowledge to analyze personality problems. In the face of the complexity of personality issues, students need to have interdisciplinary thinking and the ability to integrate knowledge. In teaching, students can be trained to flexibly use different disciplines to explain personality phenomena by designing interdisciplinary case analysis, project exploration and other tasks. For example, when analyzing the question of "how introverts can succeed in the workplace", students need to comprehensively use the knowledge of personality psychology's introverted trait theory, social psychology's impression management strategy, and management leadership theory to put forward practical solutions to problems, and improve the breadth and depth of students' analysis problems by exercising their interdisciplinary knowledge transfer and application ability.

Thirdly, the teaching of personality psychology under the interdisciplinary integration should also cultivate students' awareness and literacy of interdisciplinary communication and cooperation. Modern scientific research emphasizes interdisciplinary collaborative innovation, and advocates the complementary advantages and cooperation of talents from different disciplinary backgrounds. In the teaching of personality psychology, we can build an interdisciplinary communication platform through group collaboration and interdisciplinary discussions, encourage students to carry out dialogues and exchanges with students from different majors such as psychology, biology, sociology, etc., learn to examine the content of personality themes from the perspective of different disciplines, and enhance the tacit understanding of interdisciplinary cooperation. For example, in the group cooperation task of

the "Comprehensive Intervention Program for Anxiety Disorders", students are not only required to analyze the psychological causes of anxiety disorders from a psychological perspective, but also to try to provide medication recommendations from a biological and medical perspective by working together with students majoring in biology and medicine. In addition, students are required to communicate widely with sociology students, propose intervention measures from the perspective of sociology majors, and form integrated solutions through complementary strengths. In interdisciplinary collaboration, students learn to respect differences and be inclusive, and improve their interdisciplinary communication skills.

Finally, under the guidance of individualized learning, the teaching of personality psychology should fully respect the individual differences of students and cultivate the subjective consciousness of students' personality development. Different students have different personality traits and hobbies, and the teaching goal should provide students with personalized development space. For example, it provides introverted students with opportunities for independent learning and creates a social practice platform for extroverted students; Students are encouraged to choose personality topics of interest according to their own characteristics to carry out special research, such as "Personality and Creativity", "Personality and Emotion Regulation", etc.; Guide students to use personality theories to reflect on themselves, and formulate personality development goals and improvement strategies suitable for themselves. Respecting individual differences and stimulating the internal motivation of students' personality development is the essence of the teaching of personalized personality psychology courses.

3.2 Teaching content should reflect the breadth of interdisciplinary integration and the personalized needs

The main content of traditional personality psychology education revolves around classical personality theories. In a cross-disciplinary context, the teaching content should break through the boundaries of disciplines, widely absorb the cutting-edge dynamics and research achievements of other disciplines, and at the same time, pay attention to the combination of theory and practice, meeting the individualized learning needs of students.

Firstly, the content of teaching should reflect the trend of interdisciplinary integration. Traditional teaching of personality psychology mainly focuses on personality theories or special topics, such as trait theory, social learning theory, personality development, and personality disorders, etc. In an interdisciplinary context, the content should break down disciplinary barriers, introduce research perspectives and achievements from other disciplines, and deepen and expand the content related to personality psychology. For example, it can introduce the research progress of the intersection between personality psychology and biology, discussing the biological factors such as the genetic basis and neural mechanisms of personality; introduce the social construction theory of personality from a sociological perspective, analyzing the impact of social roles and social expectations on the formation of personality; and draw on the research methods of cultural anthropology to compare the differences in personality expression under different cultural backgrounds. Therefore, by integrating cutting-edge interdisciplinary topics, broaden the students' cognitive horizons of personality, and help them build a diversified system of personality knowledge.

Secondly, the teaching content should focus on the combination of theory and practice, and introduce interdisciplinary cooperative practice cases. The research findings of personality psychology have wide applications in many fields. In teaching, it is necessary to select practice cases with interdisciplinary characteristics to enable students to feel the value of the application of personality theory. For example, combining personality psychology with psychological counseling can analyze case conceptualization and consultation strategy formulation guided by personality theory; combining personality psychology with criminal psychology can explore how to use personality theory for profiling criminals and solving criminal cases; combining personality psychology with human resource management can discuss employee selection and career planning based on personality traits. According to different themes of personality psychology, through the design of interdisciplinary integrated teaching content, theory is connected with practice, and students' ability to comprehensively apply personality theory to solve practical problems is cultivated.

Once again, the teaching content must meet the individualized learning needs of students. Different students have varying personality traits and interests, so the teaching content should offer diverse options and provide personalized development paths for students. By developing a series of micro-courses with personality themes such as "Personality and Creativity," "Personality and Leadership," and "Personality and Mental Health," carefully selected online learning resources are

provided to students to encourage them to choose learning according to their interests; open-ended research-based learning tasks can also be designed, such as "The Impact of Group Narcissism on Inter-group Prosocial Behavior" and "Hope Personality Traits, Self-Efficacy, and Academic Procrastination," allowing students to choose interdisciplinary research topics based on their own characteristics and conduct research-based learning. In addition, teachers need to provide matching learning support for students with different personality traits, such as creating a relaxed autonomous learning environment for introverted students and creating opportunities for group discussions and practical experiences for extroverted students. Individualized teaching content helps to mobilize students' learning initiative and promote the comprehensive development of their personality.

Finally, the presentation of teaching content should reflect the combination of interdisciplinary integration and personalized characteristics. Concept maps and mind maps can be used to visually present the similarities and differences among different schools of personality theories; case studies, scenario simulations, and role-playing methods can also be adopted to guide students in integrating and applying interdisciplinary knowledge in practice. In the teaching process, teachers should act as integrators of interdisciplinary knowledge and guides for personalized learning, flexibly adjusting teaching content and strategies to stimulate students' interest and potential.

3.3 Teaching methods should reflect the characteristics of interdisciplinary integration and individualization

The selection and application of teaching methods need to reflect the characteristics of interdisciplinary integration, break through the traditional single-lecture teaching mode, and adopt a more open, interactive and experiential teaching method, while taking into account the personalized learning needs of students [2].

First of all, the teaching method should emphasize experiential learning, so that students can understand the application value of personality psychology knowledge in practice. A series of interdisciplinary practical experience activities can be designed, such as organizing students to participate in personality questionnaire testing, behavior observation, case interviews, etc., to experience the process of personality research. For example, in the practice of "Big Five Personality Scale", students not only need to master the principles and techniques of the test, but also need to use statistical knowledge to conduct data analysis, and write personality assessment reports based on case interview data. In the "Moot Court" experiential activity, students play the roles of defendants, lawyers, juries and other persons with different personality traits, and use personality theories to conduct psychological analysis, verbal defense, judicial judgment, etc., and experience the application of personality psychology in the judicial field in an all-round way. Through hands-on experience, students internalize interdisciplinary knowledge into practical experience and develop their ability to analyze and solve real-world problems.

Thirdly, teaching methods should take care of students' individualized learning needs and provide diversified learning paths. Students with different personality traits have different learning styles and learning rhythms, and teaching methods should be tailored to their aptitude and appropriate guidance and support. For example, for introverted students, they can be provided with a space for independent learning, and encouraged to carry out independent inquiry such as literature research and experimental design. For extroverted students, opportunities for group discussions, role-plays and other interactive communication can be created to give full play to their social strengths. In addition, it is also necessary to use information technology to build a personalized learning platform and provide students with rich and diverse learning resources, such as micro-lesson videos, online assessments, virtual simulation experiments, etc., to meet the needs of students' independent learning and self-evaluation. Students can flexibly choose learning content, learning pace and learning method according to their own characteristics to achieve personalized development.

Finally, the teaching strategy of combining interdisciplinary integration and personalized learning should highlight the guiding role of teachers. Teachers need to be integrators of interdisciplinary knowledge and facilitators of individualized learning. Therefore, teaching activities are carefully designed to build an interdisciplinary communication platform for students and provide personalized learning support. In the process of teaching, teachers should encourage students to break through the stereotypes of disciplines and analyze personality problems from multiple perspectives. It is necessary to guide students to construct the meaning of knowledge in interdisciplinary practical experience and internalize it into personality cultivation. It is necessary to pay attention to the individual differences of students, teach them according to their aptitude, and provide them with appropriate learning resources

and guidance. The change in the role of teachers helps to create an open, interactive and diversified teaching atmosphere, and stimulates students' learning initiative and creativity.

3.4 The teaching process should reflect the concept of interdisciplinary integration and personalized characteristics

The implementation of the teaching strategy of interdisciplinary integration and personalized learning in the teaching of personality psychology requires the overall design and optimization of the teaching process, and the interdisciplinary perspective and personalized concept run through all aspects of the teaching process [2].

First of all, in the process of teaching preparation, teachers should fully integrate interdisciplinary resources. Teachers can extensively collect the latest research results of personality psychology and other disciplines, such as the genetics of personality, the brain mechanism of personality, and the social construction theory of personality, so as to provide material support for interdisciplinary teaching. At the same time, teachers should also prepare a variety of teaching resources, such as paper reading materials, audio and video materials, online courses, etc., to meet the individual needs of students with different learning styles. In addition, teachers need to design interdisciplinary practical activities in advance, such as personality assessment, case analysis, scenario simulation, etc., to provide students with opportunities for interdisciplinary practical experience. The interdisciplinary integration and personalized design of teaching preparation are the prerequisites for high-quality teaching.

Secondly, in the process of teaching implementation, teachers need to flexibly use the teaching strategies of interdisciplinary integration and personalized learning. In classroom teaching, teachers should highlight the connection between personality psychology and other disciplines, and guide students to analyze personality problems from multiple perspectives such as biology, society, and culture. At the same time, it is necessary to combine the personality characteristics of students and adopt differentiated teaching methods, such as providing more time for introverted students to think and express, and creating opportunities for group interaction and role-playing for extroverted students. In group inquiry activities, teachers can guide students to carry out multidisciplinary analysis of personality problems, guide students to collect information from different professional perspectives, and jointly complete research tasks. In personalized self-directed learning, teachers need to provide students with personalized learning tasks and resources, and give timely guidance and feedback to support students to expand their learning according to their interests and strengths. The teaching implementation process strives to achieve the integration of interdisciplinary knowledge and the satisfaction of personalized learning needs.

Finally, in the process of teaching evaluation, it is necessary to establish a diversified evaluation system to comprehensively examine students' interdisciplinary comprehensive ability and personalized development results. In the past, the assessment of personality psychology courses was too simple, and generally paper-based examinations were mainly used to test students' understanding of the main concepts and theories [4]. It is difficult to comprehensively evaluate students' interdisciplinary learning effect in the traditional final written examination evaluation mode, and more diversified evaluation methods need to be introduced. A combination of daily performance, group tasks, practical reports, research papers, etc., can be used to evaluate students' performance in interdisciplinary inquiry, communication and collaboration, and practical application. At the same time, it is necessary to set up personalized evaluation content, such as open-ended paper topic selection, self-designed experiments, etc., to encourage students to carry out innovative learning based on their own characteristics. In the evaluation feedback, teachers need to give students personalized guidance and suggestions to help them further improve and improve. Diversified teaching evaluations help guide students to achieve individualized development in interdisciplinary learning.

4. Implications for the Teaching Reform of Personality Psychology

In the context of multidisciplinary integration and increasingly obvious personalized needs, in order to promote the overall improvement of the quality of psychological talent training, it is necessary to continuously deepen the teaching reform.

4.1 Problem-orientation is the key to stimulating students' interest in personality inquiry

Personality psychology is highly theoretical, and in teaching practice, special attention should be

paid to personality problems in real situations as the starting point, which can effectively stimulate students' interest in exploring the mysteries of personality. The traditional teaching of personality psychology is often based on theoretical teaching, and it is difficult for students to feel the connection between personality learning and real life. When teaching focuses on real-life personality confusion, personality disorders and other issues, students' curiosity is ignited, and the consciousness of active inquiry is also awakened. In the practice of teaching reform, by combining social hotspots and preface questions in the field of personality, the teaching problem situations that reflect the application value of personality knowledge are carefully designed, including personality and social behavior, personality and career choice, personality and mental health, personality and network behavior, personality and intimate relationship, etc. By designing different problem situations to introduce learning content, students' interest in learning can be stimulated, so that they can exert their enthusiasm and initiative in learning, and have a deeper understanding of the application value and practical significance of personality psychology. For example, in the special content on personality and social behavior, students can be guided to analyze how people with different personality traits respond and explore how these behaviors are affected by their cognitive, emotional, and behavioral tendencies by providing social news of public crises (such as natural disasters and epidemic outbreaks) as examples. By setting up problem situations, different personality theories are used to analyze individual behaviors in teaching, so as to enhance students' grasp of personality theories and improve their ability to apply theories. In short, in the teaching of personality psychology, problem orientation is the "golden key" to light up students' interest in personality learning.

4.2 Project-driven is a powerful tool to improve students' personality and professional skills

In the teaching practice of personality psychology, a variety of practical projects can be designed: such as sharing the reading experience of classic works, interpreting psychological counseling cases, repeating classic experiments, and innovative experimental research (such as the study of the relationship between personality and performance, the synchronicity of psychology and behavior), etc., and encourage students to choose the corresponding project group according to their own characteristics, through independent learning, cooperate with the members of the group, and complete the report and sharing at the end of the course. In the implementation of the project, by fully mobilizing the autonomy of students, requiring students to carry out independent division of labor, clarifying tasks, and teachers participating in the process of guidance, to ensure that each student can contribute their own wisdom in the project participation. In teaching, the author found that this teaching form is deeply liked by students, and it can also effectively improve students' personality and professional skills. In traditional teaching, students often only passively accept the knowledge of personality theory, and lack the practical opportunity to transform the knowledge into professional skills. Project-driven teaching provides students with a "training ground" for theoretical application, and students receive all-round professional training in design, implementation, analysis, and reporting through active participation in projects, and their professional skills such as personality theory interpretation, personality assessment, personality counseling, and psychological research are fully strengthened.

4.3 The learning community is a channel to promote collaborative inquiry between teachers and students

In teaching practice, creating a democratic, equal and cooperative learning atmosphere for teachers and students, and creating a learning community, is conducive to promoting the exchange and collision of personality knowledge. In traditional teaching, there is often a lack of in-depth interaction between teachers and students, and between students and students, and the best convection of each other's wisdom cannot be achieved. The learning community breaks down the boundaries between teachers and students, and provides a place for different perspectives to be shared and debated. In a supportive learning atmosphere, students dare to express their opinions and listen to others, deepen their understanding of personality knowledge, and improve their cooperative learning ability. At the same time, in order to conform to the trend of "Internet +", the author has created a combination of online and offline communication and interactive platforms with the help of Xuetong in teaching, and guided students to discuss and deepen their understanding of personality theory by publishing topics related to the curriculum, such as "how to view Freud's discourse on the subconscious" and "the gains and losses of early growth experience". Transform teachers from "teachers" to "facilitators" and create an open and diverse learning ecosystem. In the collective wisdom of "1+1>2", students can broaden their professional horizons.

5. Conclusion

In short, in the context of the current era of informatization and diversification, the teaching of personality psychology courses needs to give full play to the characteristics and professional advantages of the discipline, and accelerate the all-round innovation and reform of teaching concepts, teaching contents, teaching modes, and teaching methods. Taking the empowerment of information technology as an opportunity, value shaping and ideal guidance as the main line, interdisciplinary integration as the starting point, and personalized learning as the path, we will continue to explore new measures for the teaching reform of personality psychology courses, cultivate applied personality psychology talents with innovative consciousness and practical ability, and promote the prosperity and development of psychology discipline.

Acknowledgement

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