



# Research on the Cultivation Strategies of Management Psychology Students' Abilities under the Background of "Four Integrations"

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**Abstract:** Guided by the educational concept of "four integrations", this article deeply analyzes how to efficiently cultivate students' comprehensive skills in the field of management psychology. The educational concept of "four integrations" emphasizes the deep integration of knowledge, operation, creativity, and teamwork, aiming to enhance students' innovative thinking, team interaction skills, and overall quality. In the process of cultivating the abilities of students majoring in management psychology, they still need to face challenges such as insufficient exploration of innovative potential, scarce opportunities for team interaction, and a single means of quality evaluation. This article proposes a series of innovative ability cultivation models aimed at enriching students' innovative practices, strengthening teamwork practices, and constructing a multidimensional quality evaluation system. Through the implementation of these strategies, it is expected to significantly enhance students' practical operation ability and comprehensive quality, providing solid theoretical basis and practical guidance for cultivating well-rounded management psychology professionals.

**Keywords:** "four integrations"; management psychology; ability cultivation

## 1. Introduction

In the context of economic globalization and cultural diversity, with the gradual improvement of China's comprehensive national strength, the Central Committee of the Communist Party of China and the State Council attach great importance to higher education work in China. The management system and related systems for college student education are also constantly being explored and improved. The management of college students is a key link in running higher education well and an important guarantee for completing the national higher education plan. The management of college students is an extremely complex system engineering. At present, most universities in China have gradually established their own hardware facilities and have a strong team of teachers. In the management process, they can put students first, improve relevant encouragement and punishment mechanisms, and achieve scientific management of the culture and life of university students.

## 2. The concept of "four integrations"

The innovative concept of "four integrations" in education, as a breakthrough teaching model in the contemporary education field, pursues the integration of knowledge imparting, hands-on practice, creative stimulation, and teamwork to comprehensively enhance students' comprehensive literacy. This concept advocates breaking through the boundaries between disciplines in the teaching process, achieving a high degree of unity between theory and practice, and using interdisciplinary knowledge integration to help students improve their cognitive level in the process of learning from multiple perspectives. In terms of practical integration, emphasis is placed on guiding students to deepen their understanding and application of theory through specific operations and project-based learning. Innovation integration encourages students to propose innovative solutions in their learning exploration, thereby enhancing their innovative thinking. Team integration focuses on enhancing students' collective collaboration skills, allowing them to improve their communication and cooperation skills in team tasks. This concept is particularly crucial in the field of management psychology teaching, creating a broader learning platform for students and helping to cultivate their comprehensive qualities and problem-solving abilities.

## 3. Problems in the cultivation of students' abilities in management psychology

### 3.1 Limitations of Innovation Capability Development

There are many constraining factors in the process of cultivating students' abilities in management psychology. Classroom teaching overly emphasizes the imparting of theoretical foundations, while practical training appears insufficient, resulting in a lack of conditions for students to apply innovative thinking when solving specific problems, which in turn

affects the improvement of innovation ability. The teaching methods are relatively outdated, and students often passively receive knowledge in the classroom, lacking space for active thinking and independent exploration, which undoubtedly hinders the growth of students' innovative thinking. The teaching content fails to fully integrate interdisciplinary knowledge, resulting in students' thinking often being limited to a single disciplinary field, making it difficult to examine and solve complex problems from multiple perspectives. The existing curriculum evaluation system overly focuses on students' mastery of knowledge and exam scores, but neglects their ability to innovate and apply knowledge in practical operations, which is also an important reason for the limited improvement of students' innovation ability.

### **3.2 Lack of opportunities for team collaboration**

There is a clear deficiency in the process of cultivating students' abilities in management psychology, which is the lack of opportunities for teamwork among students. Most of the teaching content still focuses on individual learning, and students rarely have the opportunity to solve problems together with others in a real environment. In course planning, group collaboration projects and tasks are rarely designed, resulting in students often completing assignments and evaluations independently in class, which makes students appear inexperienced in practical assignments with others. Classroom discussion sessions often overlook the elements of teamwork, with most of the time only individual expression and insufficient promotion of communication and interaction among students. Team activities outside of the classroom are also not common, and students cannot fully exercise their teamwork skills through extracurricular activities. The lack of such exercise opportunities undoubtedly hinders students' improvement in team communication, coordination, and collaboration skills.

### **3.3 Unifying the Comprehensive Quality Assessment Method for Students**

In the field of management psychology, the comprehensive quality evaluation system for students appears relatively monotonous, with the core evaluation methods still being final exams and written tasks. This approach often overlooks the comprehensive evaluation of students' practical abilities, communication skills, leadership potential, and other factors. This type of evaluation model overly emphasizes the learning of theoretical knowledge, but lacks consideration for students' comprehensive ability to apply knowledge to practical environments. The evaluation system fails to fully showcase students' personalized learning trajectories and diversified skill growth, making it difficult to accurately demonstrate their comprehensive literacy in key areas such as innovative thinking, hands-on practice, and teamwork. The singularity of evaluation methods not only limits the effective exploration of students' all-round abilities, but may also weaken students' learning enthusiasm and goal oriented cultivation to some extent.

## **4. Strategies for Cultivating Students' Abilities Based on the "Four Integrations" Psychology**

### **4.1 Diversified forms of innovation capability development**

In the field of management psychology, diversified innovative training methods are key strategies for cultivating students' abilities. During the teaching process, knowledge from different fields can be integrated to inspire students to think from diverse perspectives and use cross disciplinary integration to stimulate innovative inspiration. Teachers should assign open-ended tasks and problem scenarios to encourage students to explore and delve independently, achieving a combination of theoretical knowledge and practical application. Through customized topic selection and research, students can carry out in-depth creative projects based on their personal interests and goals, which can maximize their creative potential. In practical teaching, teachers can use methods such as case analysis, project-based learning, and simulation operations to encourage students to make innovative attempts in simulated or actual management environments, and apply learned theories to propose innovative solutions. For example, in a course design, the teacher assigned a management consulting task to students to simulate the adjustment of a company's organizational structure and design innovative solutions that meet the company's development needs. Through data analysis, theoretical application, and program development, students not only proposed innovative improvement strategies, but also demonstrated how to effectively implement the program in practical exercises, achieving the expected results. This process enables students to deeply understand the key role of innovation in management practice and enhances their innovative practical abilities. Through the three-dimensional teaching design inside and outside the classroom, students can gradually master the basic methods of innovative thinking and be able to flexibly apply them in practical problems. This teaching strategy effectively enhances students' ability to transition between theory and practice, enabling them to creatively solve complex management problems and laying a solid foundation for their future careers.

## 4.2 Strengthening Practice of Team Collaboration Opportunities

In the cultivation of students' abilities in management psychology, enhancing practical opportunities for teamwork is an effective means. This involves building a simulated collective project, allowing students to immerse themselves in practical tasks and deeply appreciate the value of collaboration. Teachers can assign more difficult and challenging collective assignments to students, encouraging them to complete diverse tasks through mutual assistance. Students divide their work according to their own strengths and preferences, demonstrate their abilities in practical operations, and learn to cooperate with others to ensure the achievement of collective goals. By setting realistic situational problems, students can not only enhance their ability to apply knowledge in problem-solving, but also improve their teamwork and communication skills. During the process of collective homework, teachers should play the role of tutors, providing students with the necessary resources and assistance, and monitoring their progress. Teachers can guide the team to provide feedback and communication at different stages, ensuring that each member actively participates and enhances problem-solving skills through collaboration. For example, in a management psychology course, the teacher planned a project to simulate enterprise management, and the students were divided into different groups. The task was to design a set of optimized management process plans based on the operational data of the enterprise. Students need to analyze data, conduct brainstorming, assign tasks, and ultimately showcase their results. Through such complex collective projects, students not only apply theories of management psychology, but also experience challenges and achievements in teamwork. This task oriented and collaborative strategy has enabled students to enhance their teamwork skills through practical experience. During the collaboration, each member not only acquired knowledge of management, but also further strengthened their leadership and sense of responsibility. By playing different roles and executing tasks, students can improve their individual and team decision-making skills in complex problem environments. This practical strategy of strengthening collaboration helps students better face the challenges of teamwork in the future workplace and lays a solid foundation for their career.

## 4.3 Multi dimensional comprehensive quality assessment method

In the critical stage of cultivating students' abilities, adopting a comprehensive and composite evaluation mechanism is a crucial means. Building a detailed evaluation framework can help to more accurately showcase students' academic achievements and ability progress. The evaluation system should include students' performance both inside and outside the classroom, not just their scores on written tests, but also their abilities in various fields such as practical skills, teamwork skills, and innovative thinking. This approach helps to stimulate students' balanced progress in various fields. To ensure the rigor and impartiality of the evaluation, teachers should continuously monitor students' academic progress and ability improvement by combining phased evaluation and summative evaluation. Periodic evaluation can convey students' learning status in real-time through group debates, project presentations, daily assignments, and other methods, enabling students to identify their strengths and weaknesses during the learning journey and make quick adjustments. For example, in a certain course, management psychology that simulates business operations is introduced, and students are required to design and implement solutions to business problems. The evaluation criteria not only focus on the final outcome of the project, but also include the entire implementation process of the project. Students' teamwork, problem analysis, application of innovative thinking, and display of leadership during project execution will be included in the evaluation scope. Teachers provide evaluations based on each student's performance in each stage, so that students can clarify their performance in different areas of ability. This evaluation model promotes students' exercise and growth in multiple dimensions, deepening their understanding of comprehensive quality requirements. With this multidimensional comprehensive evaluation method, students can comprehensively examine their performance in theoretical mastery, practical application, teamwork, leadership, and other aspects, inspiring them to actively engage in learning and practice. Teachers can also guide students to make adjustments and progress in specific skill development through detailed feedback, and subsequently improve teaching effectiveness. This evaluation model not only comprehensively measures students' overall quality, but also lays a solid foundation for their future career.

## 5. Conclusion

The management psychology education model guided by the concept of "four integrations" adopts diversified methods to stimulate students' innovative potential, enhance the practical operation of collective cooperation, and adopt a comprehensive ability cultivation evaluation system, significantly enhancing students' overall strength. This type of strategy emphasizes the close integration of theory and practice, helping students develop problem-solving skills, teamwork spirit, and comprehensive quality evaluation from multiple perspectives in real environments. After adopting these strategies, students will grow more comprehensively in the academic journey of management psychology and possess comprehensive

qualities and skills to cope with future workplace challenges.

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