

Thoughts on Physical Education in Higher Vocational Colleges Based on Mental Health Education

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Keywords: Mental health education, Higher vocational colleges, Physical education

Abstract: Physical education is an important part of higher vocational education system. It can not only strengthen the body, but also cultivate students' strong willpower. Modern higher vocational physical education should not only impart relevant sports knowledge and improve sports skills to students, but also focus on students' mental health. Therefore, mental health education must be integrated into physical education in higher vocational colleges to promote the all-round and healthy development of students' body and mind. The article mainly focuses on this content for reference.

1. Introduction

Most higher vocational students are losers in the college entrance examination, so they are prone to inferiority complex and various psychological problems. Therefore, higher vocational education must pay attention to students' mental health. The development of mental health education can not only improve students' psychological adaptability, cultivate their good quality, but also maintain their mental health, which is very helpful for the all-round and healthy development of students' body and mind. Therefore, it is very important to integrate mental health education into higher vocational physical education. It can not only improve students' sports skills, cultivate their good sports habits, but also effectively avoid students' various psychological problems and lay a good foundation for students' physical and mental health development.

2. Necessity of Implementing Mental Health Education in Higher Vocational Physical Education

2.1 Cultivate Students' Good Quality and Psychological Adaptability

Excellent quality is not only related to students' beliefs and ideals, but also closely related to their attitude, emotion, cognition, social morality, academic performance and behavior. Sports have competitive characteristics. In the process of participating in sports, students often have to pay hard sweat and experience strong emotional experience, such as struggle, confrontation, tension, fierce and so on. Only in this way can they achieve the ideal goal in the joint cooperation with their teammates. Therefore, in higher vocational physical education, we should not only cultivate students' good qualities of courage, tenacious struggle and hard work, but also temper students' strong willpower through various competitions to improve students' psychological adaptability, so that they can experience the taste of life from winning or losing the competition. This also fully highlights the importance of mental health education in higher vocational physical education^[1].

2.2 Improve Students' Mental Health

Students are participants in the physical education classroom. With the continuous changes of sports load, competition winning and losing and sports events, students' emotions will also change, such as depression, excitement, pessimism, etc. However, constrained and limited by classroom discipline, students need to adjust with a healthy attitude to improve their psychological regulation ability. They can participate in the process of competition and sports, and improve their cognitive

level of mutual assistance emotion, cooperative will and cooperative partners. Therefore, integrating mental health education into higher vocational physical education can improve students' mental health level ^[2].

2.3 Promote the Development of Students' Ability and Virtue Cultivation

Sports is produced in human social life and production practice. It is developed and refined from military technology and labor production. It is consistent with various conditions of social activities and can provide a good situation for students to experience social roles. The implementation of mental health education in higher vocational physical education can provide students with a lot of opportunities to communicate and interact with others, which is more conducive to the improvement of students' adaptability and lay a good foundation for their future adaptation to the society. In higher vocational physical education, through a variety of physical training, it can not only exercise students' strong body, but also improve their life self-confidence and self-care ability, which is of great practical significance for students to go to society and adapt to society in the future, but also improve students' moral cultivation in the subtle process ^[3].

2.4 Help Students Form Good Habits

In higher vocational physical education classroom, there are many open practice contents. In order to ensure the freedom of collection and release, in practical teaching, teachers often put forward a series of requirements and norms to students, so as to restrict and standardize students' classroom behavior. For example, in sports games and sports competitions, students must abide by the corresponding competition rules, respect and obey the judges, and there can be no acts in violation of sports ethics. In fact, these activity forms, contents and requirements are equivalent to the epitome of social activities. At the same time, they are also a kind of good social norm education, which can help students establish a correct concept of organization and discipline, so that students can cooperate with each other, respect each other and compete fairly under the norms of the code of conduct. The correct guidance of teachers can help students form good behavior habits and improve students' social adaptability in the process of subtle influence ^[4].

3. Effective Ways of Integrating Mental Health Education into Physical Education in Higher Vocational Colleges

3.1 Cultivate Students' Self-Confidence

Students' self-confidence is closely related to their life background, educational experience and acquired development. For students, self-confidence is very important. To implement mental health education in higher vocational physical education, the first thing is to help students establish self-confidence and be good at discovering the bright spots and strengths of students. For example, some students have poor technical movements but are good at running, and some students have good jumping ability but are afraid of hardship. Teachers should fully respect the individual differences of students, make full use of students' advantages and specialties in practical teaching, so that they can gain self-confidence and success in sports. However, in real life, many students will not see their potential due to inferiority complex, resulting in bad emotions. Teachers should formulate teaching objectives and requirements according to the actual situation of students, provide students with opportunities to experience success, and strengthen students' self-confidence in this way. In higher vocational physical education teaching, teachers should create happy experience for students as much as possible, and should not pay too much attention to achievements, so as to reduce students' learning pressure and relieve their tension, so that students can complete physical training in a pleasant and relaxed atmosphere, and feel the charm of sports in the subtle process. For example, in the 50 meter dash training, teachers can set two starting lines, the slow students in front and the fast students in the back, and start at the same time after issuing the command. This way can not only make the slow students happy to succeed and enhance their self-confidence, but also inspire the fast students to give full play to their sports potential and

mobilize their sports enthusiasm. In short, only by helping students establish self-confidence can they mobilize their learning enthusiasm and make every student feel the joy of sports ^[5].

3.2 Choose the Corresponding Physical Education Teaching Content

Each student has different interests and needs for physical education teaching content. For the things they are interested in, students are often full of confidence and enthusiasm, so as to obtain a good emotional experience. On the contrary, it will reduce students' enthusiasm for participation. In higher vocational physical education, different teaching contents often have different effects on students' mental health. For example, through moderate intensity sports such as swimming and jogging, students can have a sense of pleasure and relax their body and mind, which plays a significant role in the treatment and prevention of depression. Low intensity sports, such as Taijiquan and yoga, can alleviate students' impulse and impatience. Cheerful sports, such as basketball, volleyball, aerobics and so on, can not only inspire students, mobilize their enthusiasm for classroom participation, but also improve students' anxiety tendency. Competitive games, sports competitions, etc. require students to respond calmly, distinguish the situation, and have a good training effect for students who are easy to be nervous. Performance projects and single person exercises can exercise students' courage, and can improve students who are usually shy and quiet. In practical teaching, teachers need to fully understand each student's mental health status, interests and personality characteristics, and then arrange corresponding physical education teaching contents for students on this basis, so as to better implement mental health education and promote the mutual integration of mental health education and physical education teaching contents ^[6].

3.3 Create Teaching Situations Cleverly

In higher vocational physical education, the teaching situation designed by teachers needs to be combined with teaching methods, teaching forms and action language, so as to stimulate students' pleasant and relaxed mood and promote their all-round and healthy development of body and mind. For example, in the process of teaching aerobics, teachers can carry out teaching activities from many aspects such as teaching language, clothing color, venue layout, background music and mental outlook, so as to eliminate students' bad psychological state of loneliness and depression, make students enthusiastically invest in sports. In teaching, under the influence of many factors, there are often contradictions between teachers and students. In this case, if teachers use fierce language to scold students, it will lead to students' disgust, resulting in the rupture of the relationship between teachers and students. In order to avoid the above problems, teachers can try to take a caring and understanding attitude, control their language and behavior, and communicate with students calmly, which is very helpful to the construction of harmonious teacher-student relationship. Therefore, in the process of creating teaching situations, teachers should also focus on this issue, strive to create equal and harmonious teaching situations and help students overcome rebellious psychology. For example, after explaining some aerobics movements, teachers can divide students into different groups. Each group can cooperate with each other to imitate the teacher's movements and see which group can complete the movements in a standardized and orderly manner. In this process, there are bound to be some students with non-standard movements and negative attitudes. Teachers must carefully observe and understand the actual situation of each student, but avoid face-to-face criticism. Instead, they should silently record the problems of students and choose one-to-one communication after class. In this way, students can not only maintain their self-esteem, but also find their own shortcomings, so as to make corrections in a more timely manner and improve their learning effect ^[7].

4. Conclusion

Integrating mental health education into higher vocational physical education can not only cultivate students' good quality and psychological adaptability, improve their mental health level, but also promote the development of students' ability and virtue cultivation and help them form good behavior habits. Therefore, teachers must pay more attention to mental health education, and

choose the right time to reasonably integrate it into physical education teaching, so as to promote the all-round and healthy development of students' body and mind.

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