

Comprehensive Analysis of Psychological Training and Implementation Methods of College Student Skill Competition

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Abstract: Many students participate in skills competitions while studying at school to assess their level of comprehensive ability. In the actual competition, some students were affected by nervousness, it is common for top students to behave erratically. Therefore, in order to ensure that students can play their normal level in the competition, psychological training should be provided for students. This article analyzes the importance of psychological training for college student skill competition, and explores the psychological training methods of college student skill competition.

1. Introduction

Student skills competition is a platform for students or individual teams to show their comprehensive abilities. Students not only need to have rich professional knowledge and high-level professional abilities, but also have certain psychological qualities ^[1]. The psychological quality of students will directly affect their performance in the competition. In skill competitions, it is common for top students to behave erratically. In order to ensure that students can play normally in the competition, teachers should conduct psychological training according to the psychological characteristics of students to improve their psychological quality.

2. Importance of psychological training for college student skill competitions

2.1. Psychological problems will affect student performance

In recent years, the number of competitions involving college students has gradually increased, and the skill levels of individual players have continued to increase. In this case, if the players are under too much psychological stress during the game and pay too much attention to the results, certain psychological problems will occur. These psychological problems will affect the student's performance, and even seriously affect the development of the players in the future.

2.2. Psychological training can solve students' psychological problems

Psychological training of students can alleviate students' psychological pressure and prevent them from affecting the performance of the game due to excessive psychological pressure ^[2]. At the same time, through training students can properly adjust their own emotional and psychological states to ensure that students can give full play to their abilities. In addition, psychological training can guide students to establish a correct outlook on life and cultivate students' strong will, which is very important for their future development.

3. Psychological characteristics of student competition

3.1. Competition motivation

Competition motivation will affect student performance. Different students have different motivations for participating in skill competitions. At present, most students participate in skills competitions based on teachers' suggestions, and have not determined their own goals in participating in the competitions. Some students are affected by employment pressure and actively participate in skill competitions. Students without a clear motivation are less motivated and tend to shrink back when encountering difficulties, resulting in students being unable to actively participate in the competition. Students who are over-motivated do not face their own abilities and cannot solve problems in time when they encounter difficulties. Students who place too much emphasis on their performance will lead to abnormal behavior in the competition.

3.2. Match mood

Tension can make students quickly enter the competition state, and increase their enthusiasm for participating in the competition interaction ^[3]. Faced with the pressure of the competition, some students will actively face the pressure and achieve good competition results; some students will escape these pressures, resulting in poor competition results. Most college students participate in less competition activities because they have been studying at school for a long time, and they may have negative emotions such as tension and anxiety that affect their performance in the competition.

3.3. Coping ability

In response to stressful events, different people will respond in different ways. Many students are unmotivated when encountering setbacks. When some students encounter setbacks, they will feel awkward, which will eventually lead to poor competition results. In addition, boys and girls deal with stress events differently. Generally, girls are mostly immature when dealing with stress events; boys are mostly mixed when dealing with stress events.

4. Major causes of students' psychological disorders

4.1. Teachers do not value psychological training

At present, most teachers in colleges and universities attach more importance to the skills training of students participating in skill competitions and ignore the intervention of students' psychological literacy ^[4]. Especially for a period of time before the game, teachers attached great importance to cultivating students' practical ability, but did not pay attention to students' psychological changes and psychological pressure.

4.2. Preparation is not enough

Students do not have sufficient preparation time before participating in skills competitions, so students lack self-confidence. Some students are blind confidence. When they encounter problems in the competition, they may be overwhelmed, resulting in insufficient competition results.

4.3. Influence of student personality factors

Some students are not stable enough, and they are prone to nervousness and fear during the competition, which leads to their abnormal performance. For example: some students read the wrong question in the competition, which caused incorrect answers.

5. Psychological training for college student skills competitions

5.1. Psychological training methods

Through psychological training for college students, students can gradually develop a sense of teamwork and self-confidence. Therefore, when conducting psychological training for students, the following aspects should be taken into account:

5.1.1 Relax

This training method mainly uses language cues to ensure students' concentration, adjust their breathing frequency, and ensure that their muscles can always relax, so as to reduce the central nervous system excitement. Gradual relaxation, self-relaxation, and third-line relaxation are all such psychological training methods ^[5]. The common features of the above relaxation methods are that students have a high degree of concentration, students use deep-belly breathing methods, and their body muscles are in a relaxed state. Different relaxation methods have different training procedures. If students can persist in exercising and use relaxation methods, they can effectively adjust their negative emotions such as anxiety and tension, which is beneficial to ensure that students face the competition and give full play to their abilities. In addition, using this training method can reduce the central nervous excitement of students, at the same time alleviate the tension of students, and lay the foundation for other psychological training. Teachers should actively use this method for psychological training of students.

5.1.2 Setting goals

The main role of goal setting is shown in the following points: First, goal setting will affect students' motivation and intensity to manage and control students' behaviors, and then have a certain impact on students' behaviors. Second, goals can be used as cognitive drivers of the entire activity. The formulation of reasonable goals can not only enhance students' self-confidence and lay a psychological foundation for their competition, but also have important significance for improving students' cohesion. In general, compared with students who have easier goals, not clear goals, students with difficult goals and clear goals will perform better. When setting goals, they should be formulated reasonably based on the actual situation. In short: when setting goals in the training process, the goals should be determined based on the results; during the competition, the goals should be determined based on technology. When setting goals based on results, more attention is paid to students' mastery of operational skills, so quantifiable indicators and rigid indicators can be used to evaluate students' skill levels, such as scores, rankings, and other indicators. By setting clear and detailed goals, students can work hard to participate in skills training and continuously improve

their skills. The following points should be analyzed in detail when setting goals: First, ensure that the formulation of goals has hierarchical characteristics. Teachers should set multiple target levels from low to high according to different stages and levels of skills. The main reason is that under different circumstances and conditions, the performance of students will also show different situations, and some unpredictable factors will also affect the performance of students. Therefore, the establishment of multi-level goals can improve students' recognition of the goals and improve students' self-confidence. For students with more anxiety, teachers should set multi-level goals to ensure that students can fully develop their abilities. Second, ensure that the highest goal is higher than the average level of students. In order to ensure that students can reach their full potential and stimulate their enthusiasm, teachers should have higher goals than students' average level. Third, make sure that targets are open. Teachers motivate students to learn and train by setting open goals. Fourth, feedback on the degree of completion of the goal. Teachers can understand the completion of student goals in time, and guide students to reasonably adjust goals according to their own circumstances.

During the competition, setting goals based on the results will increase students' psychological pressure, leading to more stress and anxiety. To ensure that students can fully display their abilities, teachers should set goals reasonably based on technology. When setting goals, teachers should pay attention to guiding students how to give full play to their knowledge and skills. Teachers should note that the goals recognized by students can fully stimulate students' motivation. Therefore, teachers should pay attention to stimulating students' enthusiasm, guide students to face the goals, and guide students to think about how to achieve the goals, so as to give full play to students' subjective initiative.

5.1.3 Self-talk

In addition to the above methods, self-talk is also an important method of mental training. Through targeted and effective self-talk, students' confidence and motivation can be improved^[6]. Self-talk involves two functions: First, cognitive functions. It is helpful to guide students to master the operation skills. Secondly, motivation function. It is beneficial for reducing student anxiety, concentrating students' attention, and helping students build self-confidence. In addition, self-talk is not restricted by time and space. Students can use this method to enhance their confidence at any time and place. Some students are affected by negative emotions, and they may be too negative in self-talk, which is not conducive to building self-confidence and future development. Therefore, in psychological training, teachers should guide students to understand their mistakes, cultivate students' optimistic and upward mentality, and ensure that students' self-talk can remain positive. At the same time, teachers should help students set the content of self-talk according to different situations and problems, in order to guide students to use the psychological training method of self-talk correctly.

5.1.4 Representation training

In the image training of students, under the guidance of cues, students will be able to form corresponding actions or situations in their minds, which will effectively improve the students' ability to operate and control emotions. Rehearsal training is a training method that can help students consolidate corresponding operating skills and improve their knowledge and proficiency. Rehearsal training for students before the competition is of great significance to improve students' self-confidence, ease their tension, and ensure that students participate in the competition with a good attitude. When students learn the corresponding skills, they can practice the skills according to the following procedures: First, students need to relax their bodies and minds. After that, meditate

on the concept of movement and the essentials of movement. At the same time, students need to have the teacher's operation situation in their minds. Finally, the students will practice independently. After the students have completed the exercises, they should respond to their own practice and imagination, and the teachers will provide targeted guidance on their practice to help students recognize their shortcomings. After that, students need to practice skills again.

5.2. Positive psychological intervention

From a theoretical perspective, many psychological intervention methods can be used for psychological training of students. Affected by factors such as shorter training time and fewer psychological teachers, some psychological intervention methods cannot be used for psychological training. To ensure the effect of psychological training, teachers should use psychological intervention methods that require short time and good training effects to alleviate students' anxiety. Focus on solving short-term psychological counseling is a psychological intervention method that can be widely used in psychological training for skill competition.

The short-term psychological counseling method to find a problem-solving method is to focus on short-term psychological counseling. This kind of consultation does not need to know the students' previous situation, each consultation can be used as the last consultation activity. Focused short-term psychological counseling has the characteristics of shorter consultation cycle and shorter consumption time. Focusing on short-term psychological counseling, it is more important to adopt ways to change the problem rather than analyzing the reasons for this problem. The focus of short-term psychological counseling is to find a solution to the problem and not to analyze the cause of the problem. The method of focusing on short-term psychological counseling is very simple, and has good results and simple use. It can achieve good results by using it in psychological training for skill competitions. Its main consulting technologies are:

1) Miraculous questions. If the teacher finds that the student is not sure of his or her desired goal, or encounters a more complex problem, the teacher can use this question method to guide the student to set his goal correctly. For example, a teacher may ask a student: "If you wake up and discover that a miracle has occurred, all the problems have been resolved successfully. How can you be sure that a miracle has occurred? What are the differences?"

2) Evaluation questions. Teachers can use this question form to guide students to analyze similar problems they have encountered in the past and how to solve these problems. When using this question, teachers should divide the question into different levels to stimulate students' motivation. If students think that their current training status is not good enough and lose their self-confidence, teachers can ask students the following questions: "For example, 0 means your current state is the worst, and 10 means your current state is the best. You What level do you think you should be?" If students answer that they think they are at level 0, teachers should guide students to think about why their situation is not worse. If students can answer that they think they are at level 4, the teacher guides students to think about why they are at this level and what measures they should take to improve their level.

3) Coping style questions. Under normal circumstances, students do not pay attention to their small and positive changes, so teachers can use coping style to improve students' awareness of themselves. If the teacher finds that the student wants to give up training, the teacher can ask the student: "How did you survive the most uncomfortable time? How did you train on time?" Through a series of questions, students are encouraged to have self-confidence.

4) Relation-oriented questions. Bringing other people's perspectives into the system of students' thinking problems can guide students to reasonably adjust their solutions. If the teacher finds that the student encounters interpersonal problems during training, the teacher can ask him the following

questions: "If you solve the problem successfully, will your classmates' views on you change? Will the teachers' views on you change?"

5) Tracking questions. At the end of the student consultation, the teacher can use this question form to increase student motivation. For example, the teacher may ask the students, "What do you want to do most after the consultation? What do you decide to do?"

Variant questions, exceptional questions, etc. also belong to the focus of short-term psychological counseling. Using this method can alleviate the anxiety of students participating in skill competitions, and at the same time can cultivate students' perseverance and improve students' awareness of cooperation and ability.

6. Conclusion

With the development of China's economy, employers and society have gradually increased their skills requirements for students, especially their practical and work abilities. Therefore, colleges and universities actively carry out skill competitions to assess students' skill levels and stimulate students' participation in practice. Teachers in colleges and universities should strengthen the psychological training of students to improve their psychological quality and ensure that students can play stably in competitions.

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