

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

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Abstract: In recent years, mental health education has received considerable attention in the field of education. As a crucial educational institution for fostering social talents, it is urgent for colleges to strengthen the mental health education of students. This paper analyzes the problems and causes of mental health of students, and puts forward feasible strategies to strengthen students' mental health education in physical education, hoping to provide some reference for enhancing the comprehensive quality of students and facilitating their healthy progress.

1. Introduction

Owing to deepening the reform in the field of education in China, the current focus of education and teaching is no longer the improvement of students' academic performance, but more focused on promoting students' all-round progress. The educational concept of collaborative education points out the direction for the organic integration of physical education and mental health education^[1]. Physical education based on mental health education can not only strengthen the physical quality of students, but also effectively relieve the psychological pressure of students, which is greatly crucial for the healthy progress of students. Therefore, on the basis of psychological education, colleges should adopt effective measures to enhance the role of "mental health" in sports teaching activities.

2. State and Reason of Mental Health of Vocational College Students At Present

Most students in higher vocational colleges have experienced failure in the secondary school entrance examination or the college entrance examination, and have learned in colleges through independent single enrollment or unified examination. They are the same age as ordinary college students, and also have the psychological characteristics of ordinary college students. For example, they are psychologically sensitive and have strong self-esteem, but because their minds are not mature and they have less social experience, their emotions fluctuate greatly^[2]. In addition, due to the special nature of higher vocational education and the society's stereotype of higher vocational education, this has also increased the psychological burden of higher vocational students to a certain extent, thus affecting their healthy growth.

2.1 Inferiority Complex

Inferiority complex is the most common psychological feature among vocational college students. It is mainly because of the failure in the college entrance examination and the difference in learning ability that students lose their confidence in teaching activities. Moreover, compared with undergraduate colleges, some students believe that they do not have any advantages in the diploma, coupled with the inherent prejudice of the society against vocational college students, which leads to students' inferiority complex and loss of confidence in their own future and progress^[3].

2.2 Anxiety

The anxiety of students is mainly manifested in two aspects. First, due to their poor learning foundation, vocational college students have a lot of room to strengthen their learning ability, and then in the actual learning process, the level of recognition and absorption of knowledge is uneven,

causing anxiety to a certain degree. Secondly, at present, quality education is widely popularized in China, and employment competition is also increasingly sharp. In an environment where the employment of undergraduates and postgraduates is a problem, the employment pressure of vocational students is high^[4]. Meanwhile, some employers have prejudices against higher vocational education, which reduces the employment competitiveness of higher vocational students. In addition, some higher vocational students live in “employment idealization” and have higher requirements for jobs, which leads to greater employment pressure and anxiety.

2.3 Lack of Clear Learning Objectives

According to the survey, the cultural foundation of most vocational college students is relatively weak. They have the idea of learning well and changing their destiny through knowledge. However, due to their poor basic conditions, they lack confidence in learning and clear learning goals, and thus feel struggling in the learning process. Once encountering difficulties, they will easily give up.

2.4 Poor Self-Discipline

Poor self-discipline is a common fault of most students. Some vocational students have formed the wrong idea of bluffing for diplomas when learning in colleges. In the actual learning process, they can not well restrain their own behavior, and their sense of discipline and collective concept are poor.

3. Implementation Strategies of Physical Education in Higher Vocational Colleges Based on Mental Health Education

3.1 Scientifically Select Teaching Content and Enrich Teaching Methods

Teaching content is a crucial part of physical education teaching, which can effectively convey the teaching objectives and the educational concepts contained therein. Therefore, to develop physical education activities based on mental education, physical education teachers should scientifically select teaching contents, deeply tap the psychological education resources contained in teaching contents, and enrich teaching methods^[5]. First of all, teachers should ensure that the teaching content meets the students’ learning needs, physical and mental characteristics. This can inspire students’ interest in studying and enthusiasm for classroom participation to the maximum degree. Therefore, physical education teachers should carefully choose teaching contents, and make scientific choices based on the actual teaching objectives and students’ conditions. In this process, physical education teachers should focus on selecting sports teaching contents and sports items that can not only strengthen students’ physique, but also foster students’ healthy psychology, so as to help students adjust their psychological state. Secondly, physical education teachers should also adjust the teaching plan in time in combination with the students’ learning feedback, so as to avoid overloading the teaching content and affecting the students’ learning, thus leading to the students’ psychological imbalance. Scientific adjustment of teaching progress and teaching task quantity can facilitate students to actively participate in studying, inspire students’ enthusiasm, and then improve students’ sports skills. Finally, teachers should also enrich teaching forms, such as creating teaching situations, organizing sports competitions, sports games, etc., focusing on fostering students’ sense of teamwork and competition, so as to facilitate students to form good spiritual qualities.

3.2 Create a Good Teaching Atmosphere

A good teaching atmosphere can inspire students’ interest and enthusiasm for classroom participation to the greatest degree, which is greatly crucial to enhance the teaching effect of physical education and facilitate the healthy progress of students’ physical and mental health. However, according to the analysis of the current situation of physical education, the teaching mode of some colleges is rigid and single, which greatly reduces students’ interest in studying^[6]. Therefore, physical education teachers should actively create a good teaching atmosphere, ease the students’ rigid and tense feelings about physical education, and reduce the students’ psychological pressure on studying. First of all, PE teachers can create teaching situations and enhance sports

facilities and equipment through humorous language and exaggerated body movements. This can not only provide students with a good learning environment, but also draw in the distance between teachers and students, pushing students to put down their psychological vigilance, so that teachers can better guide students psychologically. Secondly, teachers should also adhere to the principle of student-orientation in physical education activities, respect students' ideas, and actively listen to and learn from students' learning needs and teaching feedback. This can effectively strengthen students' learning self-confidence. What's more, teachers should also set a good example for students. With their positive and optimistic attitude towards life and the attitude of "lifelong learning", they should imperceptibly influence students to correct their learning attitude and standardize their learning behavior, thus helping students form healthy and positive psychology and reducing the probability of psychological problems.

3.3 Strengthening the Psychological Education Consciousness of Physical Education Teachers

First of all, colleges should focus on the significance and value of mental health education. They should not only develop special mental education activities and courses, but also focus on the infiltration of disciplines, especially the mental health teaching in physical education. Sports can facilitate the physical and mental health of students through specific sports events and the contained sports spirit. Compared with the traditional form of preaching, sports are more conducive to students' acceptance. Therefore, colleges should focus on strengthening the psychological education awareness of physical education teachers, enhance the psychological education awareness and ability of teachers by organizing psychological education training activities, and then lay a good basis for physical education activities. Moreover, colleges should also guide physical education teachers to enhance their personal abilities, encourage teachers to obtain the qualification certificate of mental health, and then effectively enhance the professionalism of psychological education in physical education teaching^[7]. Secondly, the physical education teachers should also actively transform their own educational ideas, strengthen the learning and communication with mental health teachers, and change the teaching goal of physical education from focusing on sports skills training to strengthening the physique and pushing the progress of mental health. Meanwhile, it is crucial to enrich knowledge reserve for mental health education, master the skills of mental health education, deepen recognition of students' psychological conditions, and then develop targeted sports teaching activities.

3.4 Enrich Extracurricular Sports Activities

The extracurricular sports activities in schools have obvious interesting and practical characteristics, and students are more willing to participate in them. Meanwhile, extracurricular sports activities are not limited by class hours and teaching content, which is more conducive to the formation and progress of students' personalized ability. Students can strengthen the sense of sports experience in extracurricular sports activities, which is conducive to the formation of healthy psychological quality. Therefore, PE teachers should transform unified teaching into professional teaching on the basis of conforming to the overall education goal. Students can choose the form of sports activities according to their own learning ability and interest, which can inspire students' studying interest and enthusiasm for sports participation, thus pushing the effective progress of students' comprehensive quality and sports ability. For instance, physical education teachers can organize extracurricular sports activities such as Taijiquan, interesting track and field competitions, aerobics, etc., enrich students' choice of sports activities, inspire students' interest in sports learning, and push students to correct their learning attitude. In this way, students can fully play their personal advantages and expertise in sports activities that they are interested in, and find happiness and self-confidence in sports. Moreover, teachers can also let students organize extracurricular activities, and give specific settings such as activity content, process, and time to students for planning, so as to push students to obtain a sense of achievement and responsibility, and enhance students' self-confidence.

4. Conclusion

To sum up, it is crucial to develop physical education based on mental education. This is not only an inevitable trend to comply with the deepening reform in the field of education in China, but also a crucial way to enhance the pertinence and effectiveness of physical education teaching and push the healthy progress of students. Therefore, colleges should fully recognize the positive significance of mental health education and integrate it with physical education. Through teaching content, teaching atmosphere, extracurricular sports activities and other infiltration of psychological education, students should be guided to form a positive learning attitude, shape their healthy physique and psychology, and facilitate their all-round progress.

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