

# **On the Function and Implementation Strategies of Emotional Factors in Higher Vocational Physical Education**

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**Abstract:** In higher vocational physical education, emotional factors play a very important role. It can not only improve the quality of physical education, but also mobilize students' interest in learning. This paper mainly analyzes the role of emotional factors in higher vocational physical education, and then explores the specific implementation strategies for reference.

## **1. Introduction**

Higher vocational students are in adolescence, full of emotions and active thinking. In physical education teaching, the integration of emotional factors can not only optimize the classroom teaching effect, but also build a harmonious relationship between teachers and students, which is very helpful to improve the quality of higher vocational physical education teaching. Therefore, in the process of teaching, teachers must learn to pay attention to students' emotions and psychology, respect their individual differences, find an appropriate time to integrate emotional factors, so that students can feel more care and love from teachers, and improve teaching quality in a good classroom atmosphere <sup>[1]</sup>.

## **2. Important Role of Emotional Factors in Higher Vocational Physical Education**

### **2.1 Help to Build a Harmonious Relationship between Teachers and Students**

In higher vocational physical education, teachers should not only impart relevant knowledge and skills to students and cultivate students' strong will, but also build a harmonious relationship between teachers and students, so as to create a good classroom atmosphere and strengthen the communication and interaction between teachers and students. Only in this way can we ensure the smooth development of relevant teaching activities <sup>[2]</sup>. In practical teaching, teachers should create as many opportunities for cooperation and communication with students as possible. In this way, students can gradually have a sense of worship, trust and kindness to teachers, which is very helpful for the smooth development of relevant teaching activities and greatly stimulate students' interest in learning. At the same time, through the integration of emotional factors in physical education teaching, it is also conducive to the diversified development of students. In lively classroom atmosphere, it can arouse students' interest in learning, enhance the emotion of teachers and students, and build a harmonious relationship between teachers and students <sup>[3]</sup>.

### **2.2 Help to Shape Students' Strong Will and Character**

In higher vocational physical education, we can not only exercise the students' physical quality, but also temper the students' character and will through various training. For example, when teachers lead the students in the 1km long-distance running, only the students have the spirit of never giving up and persistence, can they overcome the challenges and difficulties in the long-distance running process and finally achieve success. Therefore, in higher vocational physical education, teachers can try to use emotional factors to guide students, and through action and language incentives, help students establish the determination to win, so that they can complete the

tasks assigned by teachers with full enthusiasm and attitude, which can not only achieve the purpose of physical fitness, but also temper students' character and spirit. It is also very helpful for the optimization of classroom teaching effect <sup>[4]</sup>.

### **2.3 Help to Improve Classroom Teaching Discipline**

One of the characteristics of higher vocational physical education curriculum different from other disciplines is that many teaching contents need to be completed outdoors, which is very helpful for the improvement of students' sports skills and physical quality. However, in order to ensure the smooth development of relevant teaching activities, classroom teaching discipline must be guaranteed. There are many professional courses in higher vocational colleges. Students complete their studies in the classroom most of the time. The occasional outdoor physical education class is a kind of physical and mental relaxation for students. Therefore, students generally like physical education courses. However, because higher vocational students are in adolescence, lively and like to play, it is difficult for teachers to manage and organize students. If teachers can't control their emotions well, or even reprimand students severely, although it can ensure the temporary classroom order, it is easy to make students feel disgusted and reduce the quality and effect of teaching. In view of the above situation, if teachers can communicate with students kindly and more eye contact through a flexible management method, students can understand convergence. On the one hand, this way can improve classroom discipline. On the other hand, it can also ensure the smooth development of relevant teaching activities <sup>[5]</sup>.

## **3. Implementation Strategies of Emotional Factors in Higher Vocational Physical Education**

### **3.1 Create Emotional Teaching Situation**

In higher vocational physical education, in order to give full play to the role and value of emotional factors, teachers need to create emotional teaching situations for students in combination with specific teaching contents, strengthen communication with students, and adopt rich and diverse teaching methods to make classroom teaching more flexible and vivid. This way can mobilize students' interest in learning, shorten and improve the relationship between teachers and students, which is an effective way to improve the quality of physical education teaching in higher vocational colleges. In the process of creating emotional teaching situation, teachers need to take students' learning level, learning ability and specific teaching content as the benchmark. Only by integrating true feelings into it, can students feel teachers' love and care, so as to stimulate their learning enthusiasm. For example, in the process of physical education teaching, teachers can introduce some interesting games combined with specific contents to create a relaxed and pleasant classroom atmosphere for students. Compared with traditional teaching methods, games can amplify the role and advantages of emotional factors. For example, when teaching basketball shooting, teachers can create a relevant game situation for students, divide the class students into two teams, set a basket for each team, and the team members stand in a row and shoot in order. Which group shoots the most within the specified time is the winner. Teachers can take this opportunity to implement emotional education. In the process of shooting, some students can shoot successfully, but some students fail. Teachers need to give timely encouragement and be good at discovering students' advantages and strengths. For example, "your shooting posture was good just now, just try harder". The similar encouraging words can not only motivate students, but also mobilize their interest in learning. After the competition, teachers can give unified explanations in combination with students' competition performance. At the same time, they should also make students realize that winning or losing the competition is not important. The important thing is to improve skills, summarize experience and improve learning effect. This way can shorten and improve the relationship between teachers and students and provide a favorable way for emotional communication between teachers and students <sup>[6]</sup>.

### **3.2 Always Pay Attention to Students**

In higher vocational physical education, teachers should always respect students' dominant position in the classroom, pay attention to each student, transfer their tenacious character and strong willpower to students, infect students with their optimistic emotions, strengthen communication with students, timely find students' psychological changes and conduct timely counseling, so that students can fully feel the care and care of teachers, which lays a good foundation for the improvement of classroom teaching efficiency. By integrating emotional factors into higher vocational physical education teaching, teachers can not only win the trust of students, but also make students willingly listen to the command of teachers, which is also one of the important standards to check whether teachers are qualified or not. In daily teaching, teachers should try their best to let students feel their honesty and kindness. Teachers and students should always maintain benign communication and interaction. For example, in the 1km physical fitness test, individual students fail to pass the test due to physical reasons, so it is inevitable to have emotional fluctuations. Teachers should pay attention to the emotional changes of students in time, timely give enlightenment and encouragement, and pass on their optimistic and positive attitude to students through conversation, so that students can continue to work hard and turn sadness into power. This way can not only make students feel the love and care of teachers, but also shorten the relationship and distance between teachers and students, which is very helpful to improve the quality and effect of physical education teaching <sup>[7]</sup>.

### **3.3 Take Good Care of and Care for Students**

The traditional teacher-student relationship can be described as “a teacher for one day and a father for life”. However, with the continuous development of modern society, the teacher-student relationship has changed greatly. The personality of students is stronger and stronger, and the authority of teachers is greatly weakened. A little carelessness will lead to the deterioration of the teacher-student relationship, which is not conducive to the smooth development of relevant teaching activities. Based on the above situation, teachers should also change their identity and role, learn to care for students, improve the relationship between teachers and students, learn to think from the perspective of students, and design the classroom teaching content on this basis. For those error prone and naughty students, teachers must treat them with an equal and tolerant attitude. Abrasive remarks will not only make students have rebellious psychology, but also worsen the relationship between teachers and students, which is not conducive to the smooth development of relevant classroom teaching activities. Therefore, teachers must learn to change their thoughts and concepts, give students enough trust, and know how to maintain students' self-esteem. For example, in the 800 meter long-distance running training, individual students often choose to be lazy because they are afraid of hardship and fatigue. If teachers don't pay attention, they will run less. For this situation, if teachers criticize in front of all students, it is bound to hurt students' self-esteem and affect the relationship between teachers and students. Therefore, teachers can try to change the way of education. For example, they can choose to communicate with students alone. This way can not only maintain students' self-esteem, but also make teachers understand the reasons behind the problems, so that teachers can solve targeted problems. After being grateful to teachers, students can study harder, fully highlighting the important role and value of emotional factors <sup>[7]</sup>.

## **4. Conclusion**

To sum up, the paper mainly focuses on the role and implementation strategies of emotional factors in higher vocational physical education. It is very important to integrate emotional factors into higher vocational physical education. It can not only build a harmonious relationship between teachers and students, but also shape students' strong will and character. While improving classroom teaching discipline, it also improves the quality of classroom teaching. Therefore, the majority of teachers must pay more attention to emotional factors and choose to integrate reasonably at the right time, so as to stimulate students' learning enthusiasm, enhance their self-confidence and promote the overall improvement of the teaching quality of higher education.

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