

## Research on the Psychological Relaxation Way in the Physical Education Class Organizing Activities

Yun Fu, Jianfeng Sun, Xiaoqin Guo

Yuzhang Normal University, Nanchang, Jiangxi Province, 330103, China

**Keywords:** Psychological Relaxation Way, Physical Education Class, Organizing Activities

**Abstract:** Physical education class finishing activities are often not valued in practice. As a hidden psychological relaxation method, it is easier to be neglected. The new curriculum reform has gradually paid attention to students' physical and mental relaxation. This article explores the implementation of some psychological relaxation methods and proposes attention during implementation. The matter is aimed at attracting the attention of physical education teachers and triggering more discussion and innovation.

### 1. Introduction

The finishing activities of physical education classes refer to the more relaxed physical exercises performed after the formal practice in physical education classes to eliminate mental and physical fatigue as soon as possible, and promote physical strength and energy recovery as soon as possible. The finishing activities of physical education classes are of equal importance to the preparatory activities. They are an indispensable part of physical education. The practice time should be proportional to the physiological load of students in physical education classes. A 40-45 minute physical education class should be arranged 1~3 minutes of finishing time.

### 2. Definition and Content of Sports Psychology

According to the tension, sports psychology is the science of studying the characteristics and laws of people's psychological activities in sports. Zhu Yuli and others believe that sports psychology is a science that studies the psychological phenomena and the law of its occurrence and development under the special conditions of people engaged in sports activities (including physical education activities, extracurricular sports activities and sports competitions). The "Eleventh Five-Year" national-level planning textbook "Sports Psychology" of general higher education has been defined as follows: Sports psychology is the science of studying cognition, emotion and behavior in sports situations [1].

According to the development trend of physical education, sports psychology pays more attention to the psychological phenomenon in the process of physical education teaching, with particular emphasis on the psychological characteristics and changes of students in the learning process. The main goal of physical education is to use physical exercises to promote the overall healthy development of students, so as to achieve the purpose of cultivating people. Sports psychology focuses on how to enhance students' motivation to participate in physical education and activities through physical education methods and methods, to stimulate students' interest in sports, to cultivate students' will quality, to improve students' self-esteem and self-confidence, to adjust students' emotional state, and to cultivate students' emotional state. Students' cooperative spirit and competitive awareness. In short, sports psychology emphasizes the role of physical education in the psychological growth and development of students. In addition to these research contents, sports psychology also studies the psychological basis of selecting teaching content, adopting teaching methods, and teaching design [2].

### **3. Psychological Factors Affecting the Finishing Activities of Physical Education Classes**

The core purpose of physical education is to enhance the physical quality of students, and at the same time promote the overall development of students' physical and mental health. However, in the implementation of specific physical education, we found that students differ in the degree of completion of various sports actions according to individual differences. For example, some sports with high difficulty factors, some students will "have no war before the first", resulting in fear, and some students will have psychological burdens on physical education because of their unsatisfactory height and other reasons, etc. In traditional education, sports have always been ignored by educators and students, and physical education and culture classes cannot be treated equally. Sports psychology has also been used and developed as these problems arise.

The bad psychological factors of students will affect the quality of teachers' teaching and have a negative impact on physical education. Cowardice and fear are among the most common types of bad psychological factors for students. Fear disorder is a psychological disorder that occurs with avoidance behavior along with abnormal fear of a particular type of environment. There are many factors that cause students to have timidity and fear in physical education. For example, some sports are relatively difficult or dangerous to complete, and other students have made mistakes in sports. Or injury accidents; or imperfections in sports venues and equipment, leading to students' fear of fear, resulting in slow movements and even errors. For example, when practicing on the horizontal bar, fear of injury or malfunction, the fear of the horizontal bar, fear of hurdles when hitting the hurdle during the practice of hurdles, or fear of jumping because of fear of injury during the practice of jumping. . This fear of a specific physical activity is called a simple fear disorder.

An important cause of simple fear disorder is fear of injury or fear of potential difficulties. Corresponds to group fear disorder. In physical education activities, there are many technical actions that require students to complete independently. The completion of these actions is carried out under the direct observation of others. Many students will be discussed by others (especially negative discussions) for fear of poor completion. The completion of technical actions is not high.

Gender differences can cause students to differ greatly in their attitudes and abilities toward physical learning. In general, girls and boys reflect this difference in the choice of sports. For example, boys are more willing to participate in sports that are physically demanding or able to challenge themselves, such as football, basketball, long-distance running, etc., while girls are more willing to choose sports that focus on physical coordination, such as gymnastics and volleyball. Coupled with the influence of physiology and other factors, girls' interest in sports that are so laborious and prone to indecent sports is obviously not as good as those that look good, such as rhythmic gymnastics and dance.

In some competitive sports exercises, especially for group projects, many students are affected by their poor performance and affect their collective performance. They are overly nervous during training and may even cause deformation of movements. It can't be done effectively; some students will worry about the psychological burden and influence of the practice because of the teacher's criticism and the accusation of the students because of poor performance; some students are psychologically inferior to themselves because of their own physical reasons, such as the shape of some students. They are fatter or have lower heights. They are afraid of being ridiculed by other people's ridicule when practicing sports. The generation of tiredness will make their technical movements more incompatible with other students, thus forming a vicious circle.

### **4. The Psychological Relaxation Way in the Physical Education Class Organizing Activities**

In the process of carrying out school physical education, we should grasp the application methods of sports psychology, and on the basis of conforming to the laws of students' physical and mental development, the students' physical quality and motor skills will be continuously improved, and the important goal of quality education will be implemented.

Emotional changes directly affect people's work, study and life. Good emotions are important

conditions for people to successfully engage in various activities and healthy living. The emotional changes of students in physical education play an important role in improving the quality of teaching. The student's good emotional state is the key to successful teaching, helping students to explore their potential and develop their skills [3]. Physical education is carried out in outdoor dynamics, and the content of the textbooks varies greatly and is difficult to vary. The particularity of physical education is easy for students to have a special emotional state. For example, in the middle and long distance running of 1,000 meters or more, the weak will cause fear of endurance sports; the speciality of equipment and the challenge of the project in the hurdle gymnastics teaching lead to fear; the rapid running and accurate stepping in the long jump teaching cause emotional tension; Ball games are prone to extreme excitement; physical exams can also make students nervous. Once a student's negative psychology is bound to affect the behavioral response, and can not meet the requirements of technical movements, and then produce a strong negative emotional state, so in the past will create a vicious circle. At this time, teachers should pay attention and conduct psychological interventions, find that students have causes of emotional state such as fear, nervousness, anxiety, etc., and provide positive guidance and appropriate exercises to enable students to master the essentials of movement and learn to regulate emotional state, thus generating self-confidence. .

Wushenski said: "Attention is a door. Everything that enters the mind through the outside world must pass through it." Attracting students' attention is the key to effective physical education. Teachers should pay attention to and observe the students throughout the physical education class, and judge whether the attention is scattered through the expression, eyes and movement quality of the students. According to the specific situation of the students, use the rules of attention to deal with, and arrange the teaching order reasonably to improve the classroom teaching effect [4]. The attention of students in physical education classes is easily dispersed by the influence of the venue, equipment and the surrounding environment. Teachers must be refreshed, explain vivid images, and demonstrate perfection. At the same time, students' attention is focused on physical education through short and flexible questions and answers, novel and interesting exercises, and dynamic and varied formation exercises. Teachers should constantly change the conditions and requirements, adopt various forms of teaching methods, stimulate students' interest in learning, cultivate students' strong will quality, improve students' attention, and then meet the teaching requirements and receive good teaching results.

Sports should pay attention to cultivating the attitude and ability of students' lifelong sports, improve students' understanding and understanding of the purpose and meaning of sports, establish the concept of lifelong exercise and actively participate in physical exercise. Sports interest is a psychological tendency for people to actively recognize, explore or participate in sports. It is an important driving force for acquiring sports and health knowledge and skills, promoting physical and mental health, and is the basis for implementing lifelong sports. An important way to improve the quality and effectiveness of teaching is to stimulate students' interest in learning and to create a desire for learning. The rational use of sports psychology can achieve this goal and lay a good foundation for the smooth progress of the entire teaching process. When students are interested in sports, on the one hand, they can produce positive emotions, and when they are in high school, they are emotionally high, which helps to master sports knowledge and skills, thereby improving the quality of learning. On the other hand, it also produces a pleasant emotional experience. Strive to overcome the difficulties encountered and proactively adhere to physical exercise. Teachers should also grasp the psychological characteristics of students to carry out teaching and stimulate students' interest in learning. For example, a beautiful environment can improve the excitability of the brain. Teachers can change the activity venue to improve students' interest in sports. In addition to track and field, campus tree-lined paths, fields, etc., it is also possible to go to forests, parks, canyons, and rivers. Sports activities. In physical education, a variety of forms can be used to mobilize students' interests, such as interspersed with sports games, playing accompaniment music, grouping matches, and so on. On the basis of completing the teaching content, actively create a physical education teaching situation and a pleasant and harmonious teaching atmosphere that can stimulate students'

emotions and interests, help students improve their understanding of the role of physical fitness, and guide and stimulate students' sports interest [5].

In physical education, teachers should do a good job in teaching summary, and use feedback, criticism, and inform the course content in advance to provide feedback information to students in a timely manner. At the end of each physical education class, the teacher should evaluate the course according to the completion of the tasks of the physical education class and the performance of the students. In particular, it is necessary to point out the shortcomings of the students and provide targeted information and provide action information. Let students understand the actual situation of their own movements, and facilitate the next step to improve learning efficiency. At the same time, teachers should give corresponding evaluations to students' sports attitudes, mastery of skills, mental state, etc., to help students understand their own learning situation, so that they can adjust their learning status, understand the insufficiency and clear the practice focus. After the students have clearly defined the post-class practice, the content of the next lesson will be briefly announced, so that the students can combine the after-school exercises and the contents of the next lesson to facilitate the next lesson. In physical education, teachers should pay more attention to encourage and praise students, affirm their achievements, stabilize classroom emotions, strengthen successful experiences, consolidate practice scores, and thus improve teaching effects.

## **5. Conclusion**

The new round of curriculum reform began to pay attention to psychological relaxation while paying attention to the physiological relaxation of physical education activities. After the exercise of a certain part of the physical education class, the students' psychology will reach a certain degree of tension. In particular, some girls and students will be shy and afraid of certain items, technical movements and practice methods, so that the classroom atmosphere It seems more depressed. The psychological tension of the students will not only affect the effect of the exercises in the class, but also continue to affect the learning after class. Appropriate finishing activities can form new exciting stoves, activate the classroom atmosphere, divert students' attention, and relax the internal organs, endocrine glands, and external glands of the body, and then eliminate the shyness, fear, and the goal of enjoy the body and mind.

## **References**

- [1] Bao Kejun. On the Application of Psychological Theory and Method in Physical Education Teaching[J].Journal of South-Central University for Nationalities(Humanities and Social Sciences),2005(25):158-159.
- [2] Xiang Yu. On the Application of Sports Psychology in the Process of Physical Education Teaching [J]. University Times, 2006 (5): 59-60.
- [3] Wu Yuan, Cui Wei. On the Role and Application of Sports Psychology in College Physical Education [J]. Sci-Tech Information: Academic Research, 2008(8): 213.
- [4] Hou Leibo, Huang Wenbiao. The Influence of Physical Education on the Mental Health of Higher Vocational Students [J]. Examination weekly, 2008,30(49):131-132.
- [5] Gan Jinhao, Chen Yingwu.A New Exploration of Practical Teaching of Sports Psychology [J].Hubei Sports Science and Technology, 2007,26(5):548-549.