

TREATMENT METHOD FOR MENTAL DISORDERS IN PHYSICAL EDUCATION TEACHING

Hongliang Yang

Institute of Physical Education, Huanggang Normal University, Huangzhou 438000, China

Background: Mental disorder, also known as “mental disorder”, “psychological abnormality” and “psychopathy”, refers to the significant deviation from the normal psychology and behavior, is a group of diseases characterized by psychotic symptoms, decline in social function and mental pain. Physical education, as an important subject to strengthen students’ physical health and improve their physique, undoubtedly should also pay attention to students’ mental health. Many studies have shown that more and more students have mental health problems, and even develop psychological disorders in severe cases, and sports can destroy the negative psychological guidance of patients with psychological disorders, help them vent negative emotions, to eliminate psychological barriers and maintain psychological balance. But in the physical education teaching, if the teacher’s teaching way, the method choice is improper, also easy to cause the student to produce the sports psychological barrier. Sports psychological disorder refers to a kind of anxiety, tension, depression, and frustrated psychological state that individuals encounter difficulties that they feel unable to overcome when engaged in some sports. Practice shows that the negative component of people with psychological disorders is far more than the positive component. When the sports psychological disorders appear, they will affect the enthusiasm of physical training, reduce the level of creative thinking activities, weaken the ability of self-control, produce negative behaviors, and damage people’s mental health.

Subjects and methods: This study adopts the method of literature and logical analysis to analyze the causes of psychological barriers in the process of physical education teaching and sums up the methods and treatment measures to overcome them.

Study design: To fundamentally solve the problem of psychological barriers, simply from the students’ physical quality to find the reasons, it is likely to lead to the upgrading of psychological barriers to psychological diseases, so we need to combine specialized psychological training in physical education. This research adopts the form of combining a variety of research methods, synthesizing the existing related research to analyze the causes of psychological barriers in the process of physical education teaching for students, and puts forward corresponding methods and treatment measures to overcome the causes, to better help students to eliminate psychological barriers.

Research objectives: The first part of this study is to analyze the causes of psychological barriers in physical education. Secondly, according to the causes of psychological barriers to find ways to overcome these psychological barriers and treatment measures, the content of physical education and psychological training combined to improve the existing school physical education model, to protect the students’ mental health because of further strengthening the students’ physical quality.

Results: According to the students with different physique and different foundation, we adopt the method of teaching students in accordance with their aptitude, adjust the exercise intensity appropriately, enhance the students’ confidence, and overcome the psychological barrier. The method of image training is adopted to help students actively use the formed motion image and develop more accurate technical movements. Use the method of self-suggestion, change the muscle tension, promote emotional stability, reduce the student’s psychological barrier.

Adopt systematic desensitization training method to treat students’ fear and anxiety; Behavioral therapy is applied to the students with distracted attention. In the physical education teaching, the motor skills are decomposed to reduce the skills students have mastered and help them focus on the new motor skills. Adoption of recreational therapy, through interesting activities, disperse students’ anxiety and tension, relieve students’ physical and psychological fatigue.

Conclusions: In the school sports teaching, sports motivation is the drive of student’s sports behavior, some students have no clear purpose of study, lack of exercise motivation, coupled with the physical education teaching content of dull, because they do not have enough enthusiasm to PE, cannot give full play to their potential function, the psychological is not fully released, and then generate motivation obstacles.

Distraction and memory dysfunction. Students’ attention distraction and memory dysfunction vary from person to person. Some students have difficulties in receiving, processing, storing, and extracting information and allocating attention reasonably, which leads to students’ attention disorders and memory disorders.

Physiological factors produce psychological barriers. Some students’ physical quality is relatively poor, they are more likely to have timidity and inferiority when learning sports movements, because of physical problems, many movements do not standard, or even cannot do, such as the high jump. After these students am afraid of sports, they gradually produce a series of negative thoughts, lose interest in sports, and then

have sports psychological disorders.

Other factors. Many students in the process of learning movements due to improper teaching methods or too many practice times, will also produce psychological fatigue and physical fatigue resulting in fatigue obstacles.

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PSYCHOLOGICAL PROBLEMS AND INTERVENTION STRATEGIES OF COLLEGE STUDENTS DURING COVID-19 EPIDEMIC

Guibao Hou

School of Geography and Tourism, Huanggang Normal University, Huanggang 438000, China

Background: In the face of the sudden COVID-19 epidemic, due to the lack of experience in dealing with emergencies, some college students experienced panic, anxiety, depression, and other negative emotions, which resulted in physiological reactions such as insomnia, fatigue, loss of appetite, chest tightness and headache, which seriously jeopardized the physical and mental health development of college students. If appropriate intervention measures are not taken, it is highly likely to have a negative impact on their future studies, growth, and work.

Objective: Through the investigation of college students' psychological problems during the epidemic period, this study understood their psychological state, analyzed its causes, and took appropriate intervention measures to safeguard the mental health of college students.

Objects and methods: College students in Huanggang, which was seriously affected by the epidemic, were selected as the research objects. From May 21, 2020 to May 28, 2020, "Questionnaire Star" platform was used to generate online questionnaires, convenience sampling method and snowball sampling method were adopted, and questionnaires were distributed through WeChat and QQ group. All respondents participated voluntarily. A total of 358 questionnaires were collected. After trial evaluation, 320 questionnaires with the answering time of more than 120 seconds were obtained, and the effective rate was 89.38%. The SCL-90 scale was used to test students' mental state. The scale included nine symptom factors, including somatization, obsessive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, and psychosis. A factor scores of more than 2 indicates that the subject has psychological problems with the item.

Results and discussion: The study found that 99.71% of college students used mobile network media to learn about the epidemic during COVID-19. Due to the spread of the epidemic more channels, part of the students has a bad mood. It is mainly manifested in the following aspects:

One is fear. Statistics showed that during the COVID-19 epidemic prevention and control period, 46% of parents of students showed a state of fear, and 14.5% of students showed insomnia, fidgeting and other adverse behavior reactions. The reason is that college students are "self-enclosed" at home. They receive news by network media and observe the confirmed cases, new cases and death cases every day. Some media guide the public opinion, causing people's psychological burden and causing students and their parents to be in a state of panic.

Second, anxiety. Mood control during the normalized huanggang regional anomaly detection rate was 17.8%, the college students' mental health self-assessment anxious state detection rate was 22.5%, the cause is a major public health emergencies, in the face of the large variation of the social environment of college students' psychological impact, in self sealing time is long, serious, degree of disease prevention and control of pressure, under the influence of Some college students show excessive tension and anxiety

The third is depression. During COVID-19 epidemic prevention and control period, the detection rate of depression was 35.4%. One of the reasons is that college students receive constant reports on the epidemic from the news media every day. Some people pay too much attention to the information related to the epidemic, plus lack of self-discrimination, and are prone to be affected by some untrue negative information, resulting in negative emotions. Second, the isolation environment at home is relatively closed, the lack of external communication, is likely to be trapped in self-anxiety, depression, tension, and other emotions can not extricate themselves, a strong sense of helplessness filled with the heart, and eventually lead to the emergence of depression. Third, it is due to the pressure of college entrance and employment. On the one hand, colleges and universities carry out online course teaching with Internet platforms such as Rain Classroom, Superstar and Dingjian. Recent graduates must not only adapt to the changing teaching patterns, but more importantly, they must also face the pressure of graduation, higher education, and employment. In addition, some enterprises in the society can not return to work and production due to the