

RESEARCH ON THE INFLUENCE OF PHYSICAL EDUCATION TEACHING BASED ON FLIPPED CLASSROOM ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY

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Background: The theoretical basis of this study includes positive psychology and positive personality traits. Positive psychology is a subject that emphasizes research to make life more valuable and meaningful. The special feature of positive psychology is the word "positive". It believes that the advantages, virtues and disadvantages of individual life exist objectively in individuals. Psychology should not only pay attention to psychological problems and mental diseases, but also pay attention to these advantages and virtues that really exist in individuals themselves. Therefore, positive psychology mainly focuses on three related themes: first, positive subjective experience, mainly including positive emotional experience such as subjective well-being, pleasure, gratitude and achievement. Second, positive personality traits, which are the inherent personality power of individuals, including personality power, talent, interest and life value; Third, positive social relations and social institutions, happy families, effective schools, communities with good relations, etc. The theoretical basis of positive psychology's attention to these three fields is that positive social relations can promote the embodiment of the development of positive personality traits, and then promote the generation of individual positive emotional experience. Positive personality is not only the foundation of positive psychology, but also a research direction of personality psychology. Positive psychology believes that positive personality is inherent, practical, potential and constructive. It is an internal virtue and advantage. It is a personality feature that can be formed through acquired cultivation. With the development of positive psychology, more and more people believe that mental health is not only the correction of psychological problems and the treatment of psychological diseases, but also pay attention to individual subjective well-being. They believe that subjective well-being can promote the improvement of mental health level. At the same time, cultivating individual subjective well-being can consolidate mental health and finally form positive personality quality. In short, whether in theoretical research or in practical significance, we should expand the application scope of positive psychology.

Flipped classroom mainly requires students to watch the teaching video in advance before class, preview the course content and knowledge, set aside more classroom time for classroom activities and problem discussion, and let students submit questions after watching the video in advance, so that teachers can better understand students' personalized learning requirements. The classroom pays attention to the communication and interaction between teachers and students. Characteristics of flipped Classroom: flipped classroom is different from the traditional classroom teaching mode. Its characteristics are mainly reflected in the reform of the traditional teaching mode. The classroom is teaching centered. Watch videos before class to let students have class with questions, so as to be more targeted. Teaching activities are student-centered. According to the learning requirements of different students, change the teaching content and organization mode, and teach students according to their aptitude. For a long time, there are many problems in physical education teaching in China: outdated teaching methods, low teaching efficiency and low enthusiasm of students to participate in physical education courses, resulting in many students' lacks of physical exercise and team consciousness. At this stage, according to the requirements of the new curriculum reform, in order to improve teaching efficiency, improve teaching level and cultivate more excellent talents with comprehensive quality, many schools begin to reform the physical education teaching mode. One of the main ways of reform is to integrate the concept of flipped classroom into physical education teaching.

Objective: In order to improve college students' positive psychological personality, this paper constructs a physical education teaching model based on flipped classroom from the perspective of positive psychology, in order to comprehensively promote the coordinated development of college students' body and mind.

Subjects and methods: 300 college students were randomly divided into control group and experimental group, with 150 students in each group. The control group implemented the traditional physical education teaching mode, and the experimental group implemented the physical education teaching mode based on the flipped classroom. The intervention cycle was 3 months. Then combined with the positive personality scale, the students' positive personality is measured. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of positive psychological personality of the two groups of students were analyzed and compared.

Methods: All data were statistically processed by SPSS22.0 software.

Results: Table 1 shows the changes of positive psychological personality of college students in the two groups. It can be seen from Table 1 that compared with the control group, the students in the experimental

group scored higher in all dimensions of positive personality, with statistical difference ($P < 0.05$).

Table 1. Changes of positive psychological personality of college students in the two groups ($n=300$)

Dimension	Control group($n=150$)	Experience group ($n=1500$)	<i>P</i>
Creativity	2.03±0.61	4.12±0.77	<0.05
Curiosity	1.06±0.79	4.38±0.77	<0.05
Judgment	2.34±0.76	4.51±0.84	<0.05
Studious	2.65±0.81	4.72±0.71	<0.05
Insight	2.78±0.66	3.01±0.62	<0.05
Brave	1.00±0.59	3.59±0.63	<0.05
Insist	2.09±0.65	4.97±0.67	<0.05
Sincere	2.09±3.60	4.12±0.77	<0.05
Enthusiasm	2.66±0.74	3.38±0.77	<0.05
Love	1.56±0.68	4.51±0.84	<0.05
Kindhearted	1.77±0.73	3.72±0.71	<0.05
Intelligence	2.78±0.69	4.01±0.62	<0.05
Team	2.34±0.76	3.59±0.63	<0.05
Fair	1.65±0.81	3.97±0.67	<0.05
Leadership	2.78±0.66	4.12±0.77	<0.05
Tolerant	1.78±0.69	4.38±0.77	<0.05
Modest	2.15±0.67	4.51±0.84	<0.05
Cautious	1.03±0.61	4.72±0.71	<0.05
Autonomy	2.06±0.79	3.01±0.62	<0.05
Appreciate	1.34±0.76	3.59±0.63	<0.05
Gratitude	2.65±0.81	4.97±0.67	<0.05
Hope	2.78±0.66	4.12±0.77	<0.05
Humor	1.00±0.59	3.38±0.77	<0.05
Faith	2.09±0.65	4.51±0.84	<0.05

Conclusions: From the perspective of positive psychology, this paper constructs a physical education teaching model based on flipped classroom, in order to comprehensively promote the coordinated development of college students' body and mind. The results show that the physical education teaching model based on flipped classroom can effectively improve college students' positive psychological personality, and then has important practical value for the coordinated development of students' body and mind.

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IDEOLOGICAL CHARACTERISTICS OF YANGMING STUDIES IN JAPAN AND ITS APPLICATION IN MENTAL HEALTH FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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Background: College life is a special social adaptation life. For college students, the social activities experienced in college life will always affect the social and psychological changes of students. Generally speaking, social psychology studies the communication behavior of individuals and organizations in social activities. Because social psychology is the organic integration of sociology and psychology, it can further