

Analysis of the Psychological Accomplishment of Physical Education Teachers

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Abstract—With social development and the increasing competition, teachers' psychological accomplishment that is closely related to personnel cultivation has attracted more and more attention from all walks of life. Physical education teachers are a unique part of this group. This paper starts with teachers' psychological accomplishment, analyzes the composition of teachers' psychological accomplishment, especially physical education teachers, discusses the factors affecting the psychological accomplishment of physical education teachers, and proposes some feasible countermeasures, in order to improve the social emphasis on the psychological accomplishment of physical education teachers and also provide some help and reference for related research in this field.

Keywords—physical education teachers; psychological accomplishment; education

I. INTRODUCTION

With the continuous development of modern society, a well-functioning, fast-paced, and highly competitive society has brought great impact to the psychology of modern people. Attaching importance to students' psychological health and psychological quality education is the requirement of modern society for modern education. As executors of education, teachers' psychological accomplishment will directly affect the quality of personnel cultivation. [1] [2] In the traditional physical education teaching, strengthening students' physique has always been the main task of school physical education. Along with the comprehensive implementation of quality education and presentation of new health standards, school physical education has established a guiding ideology of health first. Physical education teachers' psychological accomplishment plays a very important role in improving students' physical and mental health. Therefore, it is of great practical significance to explore the psychological accomplishment of physical education teachers.

II. TEACHER' PSYCHOLOGICAL ACCOMPLISHMENT

Teachers' psychological accomplishment refers to the ability of teachers to adjust their own educational behaviors based on psychological rules, so as to solve students' psychological contradictions. From the perspective of psychology, education is a process of constantly solving students' psychological contradictions. In such process, students master knowledge and skills, form the moral character

and perfect their personality, in which students' psychological goal state and current psychological state move with each other in a contradictory manner. [3] Students' psychology will be developed if their psychological contradictions are well solved and they achieved a leap from the current state to the target state; on the contrary, their psychological development will stagnate. The basic goal of teachers is to learn how to solve students' psychological contradictions, so as to promote students' psychological health development. Therefore, fundamentally speaking, teachers' psychological accomplishment is the educational ability to solve students' psychological contradictions, and its main function is to regulate teachers' educational behavior. The key to identifying that a teacher is equipped with psychological accomplishment depends on that he can effectively solve students' psychological contradictions.

III. COMPOSITION OF PSYCHOLOGICAL ACCOMPLISHMENT OF PHYSICAL EDUCATION TEACHERS

Psychological accomplishment of physical education teachers refers to the ability to adjust their physical education behaviors based on psychological rules, so as to solve students' psychological contradictions. The composition of physical education teachers' psychological accomplishment depends on the process structure that teachers solve students' psychological contradictions. Physical education teachers' psychological accomplishment consists of the following two aspects:

A. A Concept System to Solve Students' Psychological Contradictions

Psychological concept system of physical education teachers refers to all psychological viewpoints based on the condition that teachers have mastered the principles of psychology. Psychological concept system of physical education teachers is a psychological basis for them to form scientific educational thoughts. It generally includes the following two types of psychological viewpoints:

One is the psychological viewpoint of physical education objectives. The psychological viewpoint of physical education objectives is the ultimate goal and basic premise of physical education teachers to solve students' psychological contradictions. Physical education teachers should correctly understand the objective concept of physical education, and

accurately grasp the psychological viewpoints of physical education objectives. For example, the educational objective concept of quality education, all-round development and health first contain rich psychological views. Only when teachers have a correct educational objective concept, can they make an overall analysis on students' psychological contradictions and grasp its main contradiction. [4]

The other is psychological viewpoint of physical education method. The psychological viewpoint of physical education method means that teachers solve students' psychological contradictions according to physical education objectives, such as situational education method, frustration education method, etc. The psychological viewpoint of physical education method is the basic basis for teachers to determine the procedure to solve students' psychological contradictions. Only when teachers have a correct psychological viewpoint of educational methods can they formulate a program that can effectively solve students' psychological contradictions. [5]

B. A Practical System to Solve Students' Psychological Contradictions

The practical system for solving students' psychological contradictions includes three parts: psychological diagnosis, educational programming and practical operation.

The first is psychological diagnosis. Psychological diagnosis is to judge the gap between students' current psychological state and the target psychological state in order to determine the nature of students' current psychological contradiction. The bigger the gap between the current psychological state and the target psychological state, the more serious the psychological contradiction is.[6] If students are in such a state for a long time, they will have psychological disorders and even psychological diseases. Psychological diagnosis includes psychological diagnosis knowledge and psychological diagnosis skills. Psychological diagnosis knowledge is the knowledge needed to diagnose various psychological contradictions, such as psychological characteristics of students of all ages, specific characteristics of various psychological contradictions, etc. Psychological diagnostic skills are psychological skills that physical education teachers find in the specific characteristics of current psychological contradictions.[7] Physical education teachers generally diagnose students' psychological contradictions by means of psychological consultation, observation, measurement and data statistical analysis.

The second is educational programming. Educational programming refers to the specific procedures which solve students' psychological contradictions according to the characteristics of their current psychological contradictions. Educational programming includes educational programming knowledge and educational programming ability. Educational programming knowledge is the basic knowledge of programming,[8] including basic strategies of physical education programming, psychological value of physical education textbooks, etc. Educational programming ability refers to the ability to transform educational strategies into specific operational steps, such as abilities to design situational

teaching, and exercise prescriptions to regulate and treat psychological disorders, etc.

The third is practical operation. Practical operation is based on the specific procedures to solve students' psychological contradictions, so that students' psychological contradictions can be resolved. Practical operation is composed of various psychological skills, such as teachers' psychological counseling skills, implementation skills of educational procedures, situational education skills and so on.

IV. FACTORS AFFECTING PSYCHOLOGICAL ACCOMPLISHMENT OF PHYSICAL EDUCATION TEACHERS AND COUNTERMEASURES

A. Factors Affecting Psychological Accomplishment of Physical Education Teachers

For a long time, influenced by traditional physical education concepts, school physical education focuses on enhancing students' physique, attaches importance to the role of physical education, but ignores the impact of physical education on students' psychological health. Meanwhile, school's professional requirements and evaluation on physical education teachers is mostly limited to the professional knowledge that they impart. As a result, physical education teachers lay much stress on the improvement of professional knowledge rather than the enhancement of their own psychological accomplishment in professional learning.[9], [10] Besides, psychological subjects have been set up in China's sports normal education, but have not received due attention. Teachers teach theory and lack practical operation combined with physical education practice. Worse still, there is little emphasis on psychology in reeducation, which makes many physical education teachers weak in basic knowledge of psychology. Therefore, many physical education teachers can neither accurately judge the abnormality of students' psychology, nor correctly make use of psychological knowledge to scientifically analyze students' psychological problems and solve their psychological contradictions.

B. Countermeasures for Improving Psychology Accomplishment of Physical Education Teachers

1) *Establishing a correct view of physical education and attaching importance to psychological health education:* To enhance the psychological accomplishment of physical education teachers, schools must first establish a correct view of physical education, exactly understand the psychological viewpoints in physical education objectives, put emphasis on psychological health education, and incorporate teachers' psychological accomplishment into their professional learning and professional assessment.

2) *Strengthening the study of basic knowledge and principles of psychology and developing correct psychological concepts:* To enhance the psychological accomplishment of physical education teachers, it is necessary to strengthen physical education teachers to study psychological knowledge, and lay stress on psychological education in normal education and re-education. In the

process of learning psychological knowledge, physical education teachers should combine the intuitive materials provided by psychological textbooks with their own educational experience to make out the meaning of psychological principles. Moreover, teachers should consciously use psychological principles to analyze the experience and lessons of physical education, combine psychological principles with practical experience in solving students' psychological contradictions, and gradually form psychological viewpoints of educational objectives and methods through continuous summary.

3) *Enhancing the ability of physical education teachers to carry out psychological health education in an all-round way:* Teachers' psychological accomplishment is the educational ability to solve students' psychological contradictions. Therefore, to raise physical education teachers' ability to carry out psychological health education is a precondition for improving their psychological accomplishment. Physical education teachers' psychological health education ability includes psychological health cognitive education ability, personality psychological quality education ability, emotional regulation education ability, social adaptation education ability and the ability to regulate and treat mental disorders. From the perspective of implementation process, they include psychological diagnosis ability, educational programming ability and practical operation ability.

a) *Psychological diagnosis ability:* Teachers should grasp students' psychological health standards based on their actual situation, analyze students' behavior from the level of psychological health, and accurately judge students' psychological contradictions. Teachers' psychological health education for students is based on students' psychological characteristics. Only by accurately understanding, judging and mastering students' psychological health can teachers carry out targeted psychological health education.

b) *Educational programming ability:* Teachers should master the basic strategies of physical educational programming, and choose corresponding education strategies according to psychological diagnosis. Meanwhile, teachers strengthen the research on the psychological value of sports events, select physical education materials with different psychological values based on students' psychological contradictions, and design targeted educational procedures. Different sports have different psychological exercise values. For example, sprinting can cultivate students' qualities of adamancy, braveness and agility; Long-distance running can develop students' tenacious perseverance; Gymnastics can cultivate qualities of calmness, concentration and stability; Ball games can make students calm and have a good sense of cooperation. There are also differences in the value of mental health care between Chinese and Western traditional sports. Western traditional sports can help students who can not reach their normal psychological state to cultivate their sense of struggle and competition. Chinese traditional sports can assist students who exceed their normal psychological state to

eliminate their desires and distracting thoughts and keep their emotions stable and calm.

c) *Practical operation ability:* When implementing educational procedures, teachers should constantly correct educational procedures through the feedback mechanism of operation, gradually transform procedural knowledge into skilled psychological skills, and improve practical operational ability.

V. CONCLUSION

The composition of physical education teachers' psychological accomplishment mainly includes the concept system and practice system which solve students' psychological contradictions, while the factors affecting psychological accomplishment of physical education teachers are complex and multifaceted. To effectively improve the psychological accomplishment of physical education teachers, it is necessary to set up a correct concept of physical education and attach importance to psychological health education, strengthen the study of basic knowledge and principles of psychology and establish a correct concept of psychology, and improve the ability of physical education teachers to carry out mental health education in an all-round way.

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