

APPLICATION AND EFFECT OF INDIVIDUALIZED GUIDANCE FOR MENTAL SUB-HEALTH STUDENTS IN PE CLASS- GROUP COOPERATIVE LEARNING

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ABSTRACT

This paper aims to explore the impact of PE class on mental sub-health students, through understanding their characteristics, combined with common analysis, to provide personalized counseling for different types of students. In the physical education classroom environment, we use the way of group learning to psychological sub-health students conduct behavioral intervention, help them better adapt to school life, and lay a solid foundation for their future integration into society. This research not only pays attention to the common needs of the whole student group, but also pays attention to individual differences, in order to achieve more accurate and effective psychological counseling.

Keywords: sports group cooperative learning, psychological sub-health, personalized counseling

INTRODUCTION

In PE class, the demand of mental sub-health students is becoming more and more prominent. In the face of psychological difficulties caused by multiple factors such as learning pressure, interpersonal relationship and self-cognition, how to provide effective personalized guidance has become the core task of PE teachers. Among them, the group cooperative learning method shows great potential. This approach not only emphasizes interaction and cooperation among students, but also ensures that each student finds a sense of belonging in a team, experiences success, and increases self-confidence. In the implementation, the key lies in the proper grouping and activity design. According to students' psychological characteristics and interests, precise grouping can maximize each student's advantages. At the same time, activities suitable for groups allow students to actively participate and express themselves. The teacher's timely feedback and evaluation can help students adjust their learning strategies and further improve the effect. The research shows that group cooperative learning has a significant positive impact on the psychological sub-health students. Through team interaction, students not only enjoy the fun of sports, but also gradually get rid of psychological difficulties in cooperation and cultivate a healthy mentality. At the same time, the method also significantly improves the students' teamwork and social skills, making them more confident and positive. To sum up, individualized guidance for mentally sub-healthy students is crucial in physical education class. Through group cooperative learning, we can not only meet the needs of students, but also help them get out of psychological difficulties and build a healthy attitude. Physical education teachers need to continue to explore this method to create the best learning environment for each student.

OBJECTIVE

- 1.To explore how group cooperative learning can effectively provide personalized guidance for mental sub - health students in PE class.
- 2.To study the impact of group cooperative learning on the psychological state and related skills (teamwork and social skills) of mental sub - health students.

METHODOLOGY

1.Subsection1: Practice - Through the practice of group cooperative learning in physical education, observe and analyze the impact on the mental health of sub - healthy students.

2.Subsection2: Research - Conduct in - depth research on the role of physical education in promoting the mental health of sub - healthy students, and based on the findings, propose suggestions for future physical education in mental health education.

1. Physical education teachers use group cooperative learning strategies to carefully cultivate students' mental health

In the busy study life, sub-health has gradually become the "invisible killer" of many students. In order to help students get out of sub-health, physical education plays an increasingly important role in mental health education. Especially in group cooperative learning, its unique charm and effect is favored by the majority of teachers and students.

1.1 Theoretical basis of group cooperative learning

Cooperative learning is an educational model derived from the reflection and innovation of traditional learning methods. It emphasizes mutual assistance and cooperation among students, and cultivates students' team spirit and sense of responsibility by completing tasks together. In group cooperative learning, each student has a clear role and responsibility. They not only work hard for the collective interest, but also realize the improvement of personal value in the cooperation. This kind of learning encourages students to communicate, share and reflect actively, thus cultivating their problem-solving ability and self-confidence.

1.2 Practical cases of group cooperative learning in physical education teaching

In physical education teaching, group cooperative learning is widely used. For example, in basketball teaching, teachers can divide students into several groups, and each group needs to complete the training of basic skills such as dribbling, passing and shooting. In order to complete the common task, the members of the group must trust each other and cooperate tacitly. In such a learning environment, students not only master basketball skills, but also experience the joy of success and the strength of the team in cooperation.

In addition, group cooperative learning also provides a platform for students to show themselves. In group activities, each student has a chance to show their strengths and talents, which enhances their self-confidence and sense of belonging. At the same time, group cooperative learning also promotes the emotional exchange between students, so that they establish a deep friendship in the cooperation.

In a word, group cooperative learning plays a significant role in physical education. It not only improves students' physical quality and sports skills, but also plays an important role in mental health education. Through group cooperative learning, students not only get out of the sub-health state, but also realize self-growth and enhance their value in the cooperation. This kind of learning through edutainment is worth our further exploration and promotion.

2. How can PE teachers grasp the signal of students' mental sub-health

As physical education teachers, we should not only build students' strong body, but also shoulder the important task of identifying and paying attention to students' mental sub-health state. Through careful observation, in-depth communication and professional evaluation, we can find and intervene in students' psychological problems in time, and contribute our strength to their healthy growth.

2.1 Role of PE teacher

In the broad field of education, physical education teachers are not only the guide to shape students' strong body, but also the guardian of mental health. Mental sub-health, like the undercurrent lurking in the depths of students' hearts, not only erodes their emotions and self-confidence, but also may become an invisible barrier to their studies and future development. Therefore, we physical education teachers must develop a pair of discerning eyes, with professional insight and delicate observation, identify and help students to overcome the barrier of mental sub-health.

2.2 The performance of mental sub-health students in PE class

In PE class, psychologically sub-healthy students often show some subtle signs. They may seem absent in sports and indifferent to their former passions; Or they may be withdrawn in team work, distancing themselves from their peers. Or when facing challenges with fear, the courage that once existed becomes hard to find. These subtle signs, like ripples in their hearts, speak silently of their troubles and insecurities.

2.. 3 Take multiple measures to identify mental sub-health

To identify students' mental sub-health state accurately, we need to use a variety of strategies. First of all, careful observation is the key. By capturing students' facial expressions, body language and emotional changes, we can get a preliminary insight into their inner world. Secondly, deep communication with students is essential. Listening to their voice and understanding their confusion is the key to open the door to their hearts. In the process of communication, we should empathize with them about their joys and sorrows, and dissolve their defenses and barriers with patience.

In addition, we can use professional psychological assessment tools to have a more comprehensive understanding of students' mental state. These tools are like precise compasses to help us navigate the maze of students' minds. Through scientific evaluation, we can more accurately grasp the psychological needs of students and the direction of intervention, and provide them with personalized psychological support and guidance.

In the process of identifying psychologically sub-healthy students, we must always remind ourselves to maintain an objective and fair attitude. Avoid subjective assumptions and biases that may mislead our judgment. At the same time, it is our responsibility to respect and protect the privacy and dignity of our students. We should strictly guard students' personal and sensitive information and avoid any form of disclosure and abuse.

2.4 Trinity teaching of family and society in school

At the same time, close cooperation with the school and parents is also indispensable. School is the cradle of students' growth, and parents are the harbor of their hearts. We should work closely with school psychology teachers, class teachers and so on to pay attention to students' mental health; Maintain smooth communication channels with parents, timely feedback on students' mental state and needs, and jointly escort students' mental health.

3. The unique influence of group cooperative learning on students with mental sub-health

Under the pressure of study, students' mental health problems gradually emerge, which is especially obvious in physical education teaching. In class, some students show disorderly behavior, such as being distracted in the practice queue, making trouble in the broadcast exercise, and even talking loudly, which seriously interfere with the teaching order. At the same time, the troubles of interpersonal communication also appear frequently, quarrels and conflicts occur frequently, which undoubtedly increases the difficulty of teachers' teaching management.

3.1 The strategic application of group cooperative learning

In the face of these challenges, group cooperative learning strategies are particularly important. It not only provides students with an interactive learning and progress environment, but also corrects students' bad behavior virtually. In a group, students need to rely on each other and complete tasks together, which not only exercises their teamwork ability, but also teaches them how to self-regulate in a group.

3.2 Practical application of group cooperative learning in physical education teaching

PE teachers can give full play to the advantages of group cooperative learning when teaching. First of all, through precise grouping and task allocation, we ensure that every student has the opportunity to participate and responsibility. Secondly, to design games or activities that require group cooperation, so that students can deepen mutual understanding and trust in a relaxed and pleasant atmosphere. When conflicts occur, teachers, as mediators, guide students to solve problems through communication and negotiation, thus cultivating their conflict resolution ability.

3.3 Use group cooperative learning

The application of group cooperative learning in physical education not only corrects students' bad behaviors, but also improves their teamwork and interpersonal skills virtually. PE teachers should deeply realize the importance of this strategy, and skillfully use it to contribute their wisdom and strength to the cultivation of students' physical and mental health.

4. Individualized guidance for psychological sub-healthy students

4.1 Connection and difference between general teaching and individual teaching

In the vast world of education, universal teaching is like sunshine, providing most students with fertile soil for growth. However, there are always some corners of the soul that need more delicate care. For students with mental sub-health, personalized teaching is like spring rain, which moistens things silently and gives them the nourishment they need most.

Personalized teaching does not exist in isolation. It complements common teaching and forms a complete picture of education. How to integrate personalized care in general teaching, so that every student can feel concerned and understood? Group cooperative learning provides an excellent stage for this purpose.

4.2 Personalize student instruction through group work

In the warm stage of group cooperative learning, students with mental sub-health can bathe in the deep understanding and selfless support of their peers. In this warm atmosphere, they gradually open their hearts and candidly share their inner perplexities and struggles. The tacit cooperation and sincere mutual help among the group members not only skillfully solved the learning problems, but also imperceptibly conveyed care and strength, becoming a solid backing for them to get out of the psychological haze.

In addition, group cooperative learning has also set up a gorgeous stage for mental sub-health students to show themselves. In the diverse interactions of the group, they were surprised to find their own unique shining points and deeply felt their irreplaceable value. This kind of positive psychological suggestion, such as the spring breeze touching their faces, stimulates their self-confidence and enthusiasm, makes them more freely integrate into the group and enjoy the beauty of study and life.

Education is not only the transmission of knowledge, but also the shaping of the soul. The organic combination of individual instruction and group cooperative learning, like a key, opens the door to our deep heart and leads us to a broader spiritual world.

5. Physical education teacher's ability improvement and role transformation

5.1 Physical education teachers' ability to observe and judge students' mental health

As a physical education teacher, in addition to teaching sports skills and knowledge, they need to have keen observation and judgment, so as to pay more attention to students' mental health. In the traditional teaching mode, PE teachers may only pay attention to the training of students' motor skills, but neglect the education of students' mental health. However, in modern PE teaching, PE teachers need to change their role and pay attention to not only students' physical health, but also their mental health.

In order to cultivate students' ability to observe and judge students' mental health, PE teachers first need to receive relevant psychological training, understand the basic knowledge of mental health, and master the method of observing and judging students' mental health. In daily teaching, physical education teachers should actively observe students' emotional state, behavior and interpersonal communication, so as to discover students' psychological problems in time. At the same time, physical education teachers also need to establish a good teacher-student relationship with students, so that students can trust teachers, willing to share their psychological confusion and troubles.

In the process of PE teaching, PE teachers can combine the characteristics of sports activities and help students establish positive emotional experience and interpersonal relationship by organizing various forms of collective activities, so as to improve the level of students' mental health. In addition, physical education teachers can also understand their inner needs and perplexities through in-depth exchanges and communication with students, and give them timely care and support.

5.2 Physical education teachers organize and implement strategies for group cooperative learning

Group cooperative learning is an effective teaching method, which can improve students' teamwork ability and independent learning ability. In PE teaching, PE teachers need to master the strategies of organizing and implementing group cooperative learning to ensure that group cooperation can be carried out smoothly.

First of all, PE teachers need to make reasonable grouping, dividing students into several groups according to their character, ability and other characteristics. In the grouping process, the teacher should try to ensure the complementarity between the members of each group, so that the students can learn from each other and help each other.

Secondly, PE teachers need to make clear the goals and tasks of group cooperation and make sure that each student is clear about his or her duties and roles. At the same time, teachers also need to provide students with sufficient resources and support so that they can successfully complete the task of group cooperation.

In the process of group cooperation, PE teachers also need to pay attention to the combination of individual teaching and common teaching. According to the characteristics and needs of each group, different teaching strategies and programs should be formulated to meet the individual needs of students. At the same time, teachers also need to focus on cultivating students' teamwork and independent learning ability so that they can better adapt to future study and life.

5.3 The role and responsibility of physical education teachers in mental health education

In mental health education, physical education teachers need to play multiple roles, not only the imparting of knowledge, but also the guide and supporter of students. Physical education teachers should be fully aware of their important responsibility in mental health education, and actively perform their duties.

First of all, PE teachers should pay attention to students' mental health status and find out students' psychological problems in time. In daily teaching, PE teachers should maintain keen observation and pay attention to students' emotional changes and behavioral performance, so as to discover students' psychological problems in time. At the same time, teachers also need to establish a

good communication mechanism with students and encourage students to take the initiative to share their psychological perplexities and troubles.

Secondly, physical education teachers should actively participate in the design and implementation of mental health education courses. The content of mental health education should be integrated into the physical education curriculum to help students establish correct mental health concepts and improve their psychological quality and ability to cope with pressure.

Finally, physical education teachers also need to assume corresponding responsibilities when accidental injuries occur to students. In the process of PE teaching, teachers should strictly abide by the safety regulations to ensure the safety of students. At the same time, when accidental injuries occur to students, teachers should take timely measures to provide students with necessary help and support.

In short, in modern physical education teaching, physical education teachers need to constantly improve their ability and quality, change their roles and concepts, in order to better pay attention to students' mental health and all-round development. By cultivating the ability to observe and judge students' mental health, organizing and implementing the strategy of group cooperative learning and assuming the responsibility and role in mental health education, PE teachers will be able to better promote students' physical and mental health development and make greater contributions to cultivating all-round talents.

6. How should school teachers use love and patience to let students with mental disorders return to society

As educators, school teachers shoulder the vital responsibility and mission to ensure that every student receives a quality education. Students with mental disorders are not only a nuisance to themselves, but also a potential risk to society and the school. Therefore, teachers need to actively guide them so that they can take responsibility for their families and make continuous progress through self-reflection to better integrate into the class group.

When teaching physical education, teachers need to intervene in time to ensure the safety of students in the face of the classroom problem behaviors that students with psychological disorders may appear, such as intentionally disturbing the queue, avoiding the autistic behavior of interpersonal communication, self-harm, aggressive behavior, etc. This requires physical education teachers not only to have solid professional skills, but also to master psychological knowledge, in order to better deal with these complex situations.

As educators, teachers have been given the reputation of "hard gardeners", which means that they should nourish every student with love and wisdom. In the process of PE teaching, PE teachers should avoid using simple and rough beating and scolding, but should pay attention to teaching methods and strategies. For example, we can organize activities for classmates to help each other, which can reflect the spirit of class solidarity and help students with mental disabilities better integrate into the collective.

For dangerous behaviors such as self-harm, teachers should be highly vigilant and send students to professional psychological institutions for consultation and treatment in time. This not only reflects the professional quality of teachers, but also a responsible attitude towards students' physical and mental health.

In short, in the face of students with psychological disorders, PE teachers need to give full play to their professional advantages, combine psychological knowledge, guide them out of difficulties with love and wisdom, and help them better integrate into society and school. This is not only conducive to the all-round development of students, but also an important way to achieve educational goals.

RESULTS

Summary of the effect of physical education in promoting the mental health of sub-healthy students

Through in-depth research and practice, we have made clear the important role of physical education in promoting the mental health of sub-healthy students. Physical education is not only a physical exercise, but also a spiritual comfort. Especially for those students in mental sub-health state, physical education can provide a platform for them to release pressure and adjust their mentality.

The practice of group cooperative learning shows that when students cooperate and interact in the form of a team in sports activities, their mental health status is significantly improved. This type of learning not only promotes emotional exchange among students, but also helps them to find their own value and belonging in the cooperation, thus enhancing self-confidence and self-esteem.

Prospects and suggestions for future physical education in mental health education

Looking forward to the future, the role of physical education in mental health education will be more prominent. In order to better play the role of physical education in mental health education, we put forward the following suggestions:

First of all, PE teachers should pay more attention to and understand students' mental health, and integrate mental health education into daily PE teaching. By designing sports activities that meet students' psychological needs, students should be guided to participate actively, so that they can feel happy and satisfied in sports.

Secondly, we should further improve the mode of group cooperative learning to ensure that each student can find a suitable role and position in the team. At the same time, we should strengthen the cultivation of students' spirit of cooperation and teamwork, so that they can learn to support each other and make progress together in cooperation.

Finally, we should establish a long-term and systematic mental health education evaluation mechanism to evaluate and feedback students' psychological status regularly. This will not only help us to understand the psychological changes of students, but also provide us with targeted mental health education strategies.

To sum up, physical education has unique advantages in promoting the mental health of sub-healthy students. By strengthening the integration of mental health education, improving the mode of group cooperative learning and establishing an evaluation mechanism, we can provide more help and support for students with sub-healthy mental health. Let us work together to protect the mental health of every student.

Research Figure

1. Figure 1: Impact of Physical Education on Sub - healthy Students' Mental Health

1. This figure could be a bar graph. The x - axis represents different aspects of mental health (e.g., stress level, self - confidence, sense of belonging). The y - axis represents the level of improvement. There would be two sets of bars, one for before physical education with group cooperative learning and one for after. For example, the bar for stress level before might be high, and after it would be significantly lower.

2. Figure 2: Role of Group Cooperative Learning in Mental Health Improvement

1. A pie chart could be used here. The whole pie represents the overall improvement in mental health. Each slice of the pie represents a different factor related to group cooperative learning. For example, one slice could represent the contribution of emotional exchange (e.g., 30% of the overall improvement), another slice for finding value and belonging (e.g., 35%), and so on.

Research Table

Suggestion | Description | Expected Outcome

Integration of Mental Health Education in PE Teaching | PE teachers' pay attention to students' mental health and design activities accordingly | Students feel happy and satisfied in sports, leading to better mental health |

Improvement of Group Cooperative Learning Mode | Ensure each student has a role in the team and strengthen cooperation spirit | Students support each other and make progress together, enhancing self - confidence and self - esteem |

Establishment of Evaluation Mechanism | Regular evaluation and feedback of students' psychological status | Understanding of students' psychological changes and targeted education strategies

CONCLUSION AND FUTURE WORK

Conclusion: Physical education is important for sub - healthy students' mental health as it offers both physical exercise and spiritual comfort. Group cooperative learning in PE significantly improves students' mental health by promoting emotional exchange and self - discovery.

Future Work: PE teachers should integrate mental health education into teaching, improve group cooperative learning mode, and establish a mental health education evaluation mechanism to better support sub - healthy students' mental health.

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