

Discussion on the Impact of “Shift System” Teaching Model of Physical Education on Students’ Mental Health

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Abstract: The “shift system” teaching model of physical education is an emerging education model that aims to improve students’ independent choice and personalized development. However, there are also some challenges in the practical application of this model. For example, there are mental health issues for some students including difficulty in adaptation, social interaction, high psychological pressure, etc. Based on this, this article analyzes the impact of the “shift system” teaching model of physical education on students’ mental health and explores the optimization path of the physical education “shift system” teaching model in order to promote students’ mental health and all-round development.

Keywords: Physical education; “Shift system” teaching model; Students; Mental health; Impact

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1. Introduction

In contemporary society, people increasingly recognize and value the importance of mental health. Students’ mental health affects their growth and development, which in turn impacts their learning results and social adaptability. In recent years, with the continuous deepening of educational reform, the “shift system” teaching model of physical education has gradually been promoted and applied. This model emphasizes students’ independent choice and personalized development, but it also brings a certain amount of psychological pressure and adaptation issues to students. Therefore, it is significant to study the impact of the physical education “shift system” teaching model on students’ mental health.

2. “Shift system” teaching model

The “shift system” teaching model is an approach that allows students to independently choose courses and projects within a certain range based on students’ interests and needs. This model aims to cultivate students’ independent learning ability, personalized development, and improvement of comprehensive quality. Its goal is to provide richer and more diverse teaching content to better meet students’ individual needs and improve their

comprehensive quality and innovation ability^[1]. The main features of the “shift system” teaching model include four points: firstly, students can independently choose courses and projects according to their interests, needs, and goals; secondly, students can enter different classes according to their own choices, and classes are no longer fixed but rather dynamically changing^[2]; at the same time, teachers use diversified teaching methods and means according to different courses and projects, such as demonstration teaching, scenario simulation, group discussions, etc. In addition, it is a student-centered model and targets students’ needs and development to meet their individual needs better.

3. Impact of the physical education “shift system” teaching model on students’ mental health

The physical education “shift system” model refers to a teaching model in which students choose different physical education courses according to their interests and specialties within specified grades and conduct hierarchical teaching on a class-by-class basis. This model emphasizes students’ independent choice and personalized development, aiming to cultivate students’ interests, hobbies, and exercise habits and improve the quality and effect of teaching. However, this model also brings certain psychological pressure and adaptation problems to students^[3].

Therefore, dialectically looking at the impact of the physical education “shift system” teaching model on students’ mental health is of great significance.

3.1. Advantages of the physical education “shift system” teaching model

(1) Meeting students’ individual needs

The “shift system” teaching model of physical education can meet students’ individual needs, allowing students to choose courses that suit them according to their interests and specialties, which is conducive to stimulating their learning interests and potential.

(2) Improving teaching quality and effectiveness

Through hierarchical teaching, teachers can prioritize students’ needs and differences in ability, teach students according to their aptitude, and improve the quality and effect of teaching.

(3) Enhancing students’ social skills

When selecting courses, students can meet more classmates, expand their social circle, and enhance their social skills. At the same time, in physical education courses, students can improve their communication skills, expression skills, and teamwork spirit through cooperation, communication, interaction, etc.^[4,5].

(4) Cultivating students’ teamwork spirit

The physical education “shift system” teaching model focuses on cultivating students’ teamwork spirit, which is conducive to cultivating students’ collective sense of honor and team spirit^[6].

(5) Reducing learning pressure and promoting physical and mental development

Sports can help students reduce study pressure, regulate emotions, and promote physical and mental development. At the same time, it can also assist students in developing a positive attitude towards life and good psychological quality.

(6) Improving students’ self-confidence and self-esteem

In the course, students can gain successful experience and a sense of accomplishment through their efforts and continuous progress, thus enhancing their self-confidence and self-esteem.

(7) Enhancing students’ self-awareness and self-management skills

Students need to have self-awareness about their physical condition, athletic abilities, hobbies, etc., to choose courses and sports that suit them. At the same time, students need to learn self-management skills such as managing their emotions, controlling their behavior, and cooperating with others during exercise. Improving these skills will help students better develop their potential and realize personal value in future study and life.

3.2. Disadvantages of the “shift system” teaching model of physical education

(1) High study pressure

Since students need to choose courses based on their interests and strengths, some students may feel overloaded with study, thus causing anxiety and stress. This is particularly evident for some students who set excessively high demands on themselves or exhibit perfectionistic tendencies.

(2) Adaptation problem

Adapting to the new teaching environment, curriculum, and relationships with classmates requires a certain amount of time and energy for some students. During this process, some students may experience emotional problems such as anxiety, restlessness, and loss.

(3) Self-esteem issues

Hierarchical teaching may lead to problems such as feelings of inferiority or damaged self-esteem in some students. This is especially clear in some students who do not perform well in sports or set extremely high expectations of themselves.

(4) Social issues

As students need to retake courses and meet new classmates, some students may feel socially uncomfortable or lonely. This problem may be more obvious in some introverted students with weak social skills.

(5) Management issues

Since students need to manage their emotions, behavior, time, and other aspects, some students may face problems such as insufficient self-management skills or self-awareness. Particularly when faced with setbacks or difficulties, some students may develop negative emotions or behavioral problems.

4. Optimization path of the physical education “shift system” teaching model

The physical education “shift system” teaching model can provide richer and diversified teaching content, which is conducive to cultivating students’ independent learning ability, personalized development, and improvement of comprehensive quality. However, this model also faces some challenges, the most prominent of which is the issue of student mental health education. Therefore, optimizing the implementation path of this model is crucial.

4.1. Establishing a sound mental health protection mechanism

(1) Establishing psychological counseling institutions

Schools should establish professional psychological counseling institutions to provide students with psychological counseling and treatment services. Psychological counseling institutions should be composed of professional psychological counselors, providing services of regular psychological tests and investigations on students, and promptly discovering and solving students’ psychological problems. At the same time, psychological counseling institutions should also strengthen psychological education and guidance for students to help them establish correct values and outlook on life.

(2) Strengthening mental health education courses

Schools should strengthen mental health education courses and incorporate mental health education into the curriculum system. Specialized mental health education courses can help students understand mental health knowledge and improve their psychological quality and self-regulation abilities. At the same time, mental health education courses can also combine the characteristics of the physical education “shift system” teaching model to carry out relevant educational content in a targeted manner.

(3) Establishing student mental health files

Schools should establish student mental health files to record students’ mental health status and intervention measures. By regularly conducting psychological tests and surveys on students and recording the results in mental health files, teachers and students themselves can better understand the students’ psychological status and learning situation and provide a guideline for subsequent teaching and learning. At the same time, establishing students’ mental health files can also strengthen attention and management of students’ mental health and take timely measures for intervention and treatment.

(4) Strengthening teacher training and management

Teachers are one of the key factors in implementing the “shift system” teaching model in physical education. Therefore, teacher training and management should be strengthened to improve teachers’ psychological quality and professional abilities. Through teachers’ mental health training and professional ability improvement plans, teachers’ psychological quality and professional abilities are improved to better prioritize students’ mental health problems and take effective intervention and treatment measures.

4.2. Optimizing the design and implementation of the “shift system” teaching model

(1) Fully understanding students’ psychological needs

When designing and implementing the “shift system” teaching model, students’ psychological needs and characteristics should be fully understood, including their learning interests, motivations, personalities, learning styles, etc., in order to better meet their needs and improve their motivation and participation in learning.

(2) Creating a positive learning atmosphere

A positive learning atmosphere can help students better adapt to the “shift system” teaching model and reduce their anxiety and stress. To this end, it is necessary to establish a good teacher-student relationship, focus on student’s mental health, respect students’ personalities and emotions, and address students’ problems with sincerity, patience, and care. It is also necessary to incorporate interaction and cooperation elements into the teaching process, enabling students to learn while collaborating, helping, and supporting one another, and strengthening mutual connections and friendships. Furthermore, teachers should actively carry out interesting teaching activities, and encourage students with motivating language and positive comments to create a positive classroom atmosphere and stimulate students’ self-confidence and learning motivation.

(3) Prioritizing the cultivation of students’ emotional regulation ability

Under the “shift system” teaching model, students face more emotional fluctuations and pressure. Therefore, it is particularly important to emphasize the cultivation of students’ emotional regulation abilities. Teachers can teach students some emotional regulation skills, including techniques such as deep breathing, meditation, positive thinking, etc., aiding them in learning to self-regulate their emotions^[7]; at the same time, they should carry out regular psychological counseling activities to

provide students with professional psychological support and assist in solving their psychological problems.

(4) Reasonably arranging course content and difficulty

In terms of course setting, course content and difficulty should be arranged according to students' psychological needs and actual conditions. At the same time, we should ensure diversification so that students have more choices to select from, which can better meet students' interests and needs and improve their learning enthusiasm and participation.

(5) Establishing a scientific evaluation mechanism

Establishing a scientific evaluation mechanism is one of the important links in optimizing the "shift system" teaching model. Throughout the evaluation process, it is crucial to pay attention to students' individual differences and progress, providing motivation and encouragement to foster a positive learning environment. At the same time, emphasis should be put on the diversity and comprehensiveness of evaluation methods, and students' emotions, attitudes, skills, and other aspects should be included in the scope of evaluation, which can better help students understand themselves and build self-confidence and self-esteem ^[8].

4.3. Home-school cooperation in prioritizing students' mental health

Through home-school cooperation, students' mental health status can be more comprehensively understood, and students' psychological problems can be discovered and solved in a timely manner; solutions can be jointly developed to provide students with more comprehensive support and help. Consequently, mental health education can be better carried out to improve educational effects; it can also enhance parents' attention and support for their children and increase their participation. The following suggestions should be carried out:

- (1) Strengthening communication: Schools and families should strengthen communication to keep abreast of students' performance and psychological state at school and home.
- (2) Conducting regular parent-teacher meetings: Schools can hold regular parent-teacher meetings to discuss students' mental health problems with parents and formulate corresponding solutions.
- (3) Establishing a home-school contact manual: Schools can establish a home-school contact manual to record students' performance and mental state at school and at home to facilitate communication between the two parties.
- (4) Inviting parents to teach: Schools can invite parents to participate in teaching to discuss how to pay attention to students' mental health better and improve teaching effects.
- (5) Strengthening family education guidance: Schools can strengthen mental health education guidance for parents and improve parents' understanding and attention to mental health.
- (6) Organizing parent-child activities: Schools can organize parent-child activities to enhance the interaction and emotional communication between parents and children and promote the harmonious development of families.

5. Conclusion

The physical education "shift system" teaching model represents a potential educational method, and its impact on students' mental health must be viewed dialectically. Future research and educational practice should focus on exploring mental health mechanisms, innovative mental health education methods, building a diversified evaluation system, and strengthening teacher professional training and development. It is hoped that educators

continue to prioritize students' mental health issues, actively explore and practice effective educational methods and strategies, and contribute to cultivating more physically and mentally healthy talents.

Disclosure statement

The author declares no conflict of interest.

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