

# A Practical Research on the Cultivation of Adverse Quotient of Secondary Vocational Students by Confrontational Sports

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**Abstract:** In physical education, antagonistic sports games require students to have high physical flexibility and reaction speed. At the same time, they also require students to have strong will and conviction, as well as the spirit of not afraid of hardship, unity and cooperation. Vocational students' good adverse quotient thinking and anti-frustration ability play a positive role in promoting. Confrontational sports games cover a wide range, such as tug-of-war, wrestling, football, basketball, taekwondo, wrist-wrestling and so on. This article first discusses the importance of adversity quotient education, and focuses on analyzing how to cultivate adversity quotient of secondary vocational students through adversarial sports games.

**Keywords:** Confrontational Sports Games; Secondary Vocational Students; Adverse Quotient Training; Practice

The term "adverse quotient" may be relatively unfamiliar to many people, but in real social life, everyone will experience more or less, greater or lesser adversity, or is currently experiencing some setbacks and difficult test. To put it simply, when you have done everything and worked hard to do one thing, you finally ushered in the result of failure, and it is this painful, hard work, and entangled process that has become a person's practice of adversity. Important process. The current rapid development of society, people are under a situation of high pressure and strong competition for a long time, forcing everyone to speed up the pace of life and work to meet various challenges; At the same time, there are also changes in the natural environment in some areas, such as earthquakes, floods. The harsh environment caused by natural disasters such as blizzards and mudslides has also forced people to strengthen their ability to withstand pressure and adjust their ability to survive. As an important part of education, physical education courses should also adapt to the needs of modern social development. From the antagonism of sports games, students can cultivate their ability to resist pressure and frustration in adversity, and encourage them to be full of ideals and beliefs in the future, and always be able to maintain a positive, optimistic, and upward attitude towards life.

## 1. The importance of cultivating students' adverse quotient in PE teaching in secondary vocational schools

### 1.1 To ensure the physical and mental health of secondary vocational students, it is necessary to pay attention to the cultivation of adverse quotient

Nowadays, people's definition of health is not only physical, but more importantly, mental health. It is a new concept of health. Health awareness reflects a person's complete cognition of health. Affect people's subjective behavior. The World Health Organization put forward very early on that "health is not the absence of disease or weakness, but the general term for the overall physical and mental health of a person and the ability to adapt well to the society". However, for a long time, families and schools have paid more attention to the physical health of students, and insufficient attention has been paid to whether students' mental health is truly healthy. From the perspective of the youth groups in our society, many young people are currently poor in resisting pressure and frustration. They tend to be fearful and powerless when facing difficulties and setbacks, and then adopt attitudes and strategies of negligence or simply evasiveness. In this way, how can the younger

generation provoke the important tasks entrusted by society? This psychological unhealthy gradually erodes and changes young people's thinking and behavioral awareness, making them more likely to fall into the negative emotions of pessimism, indifference, disappointment, and complaining, and deviate more and more in the truth of life. Therefore, in order for secondary vocational students to have a perfect psychological personality, it is necessary to cultivate adverse quotient.

## **1. 2 In recent years, the high incidence of young people's misdeeds and crimes has forced the cultivation of quotient**

From the social news in recent years, it is not difficult to see that the frequency of suicides and crimes among young students in our country is quite high. Among them, there are still many parents and teachers who have good grades, abiding by the rules, and usually obedient "three good students". The main reason is that there are more only-children in society nowadays. Many secondary vocational students come from their little clothes to stretch out their hands for food and open their mouths. They have never suffered or been tired. It is too good to be over-protected by their families, so they encounter a little difficulty and setbacks. After that, they cannot withstand blows and lack training, which makes them more fragile. They are often more willful and vulnerable, and have weak self-control and weak willpower, making it difficult to withstand the test of society. Therefore, to carry out adverse quotient education for today's secondary vocational students, so that they can strengthen their tempering and exercise in physical education, so that they can acquire good spiritual qualities in confrontational sports games, and dare to face various difficulties, failures and setbacks in the future. Possessing strong psychological qualities and the ability to withstand stress are of extraordinary significance for them to enter society in the future to realize their personal values and professional goals.

## **2. How to cultivate the adverse quotient of secondary vocational students through adversarial sports games**

### **2.1 Reasonably create adversarial sports games**

In the physical education curriculum, teachers can first teach the theory of antagonistic sports, so that students can understand which sports activities have the function of antagonistic and antagonistic sports, and then teachers should clarify some rules and standards for antagonistic sports games, and put forward them corresponding rewards and punishments, we will organize students to carry out confrontational sports activities, and teachers can fully participate as game referees. Generally, there are many confrontational sports games that can be widely participated by secondary vocational students. Teachers should fully combine the interest characteristics of secondary vocational students and the environment of on-site teaching, and reasonably arrange confrontational sports games, such as tug-of-war, wrestling, wrist-wrestling, etc. The game is familiar to everyone, the rules are simple, and it can be quickly spread among students. At the same time, such games can be carried out not only in daily physical education classes, but also outside of class, enriching the spare-time life of learning, allowing them to gradually form the habit of loving sports, and then improving their own adversity ability.

For example, wrist breaking is a sports game with strong antagonism, low environmental requirements, and simple rules. Students can play it at any time and place, which is very suitable for cultivating students' inverse quotient. In the physical education class, the teacher can arrange for the students to form a team to break the wrists, gradually eliminate the participants from the pair wise confrontation, and finally compete for the final winner.

### **2.2 Carry out adversarial game competitions in campus cultural activities**

Organizing students to develop confrontational sports games in the classroom is not enough. Schools should organize more sports competitions, such as regular football matches, basketball matches, tug-of-war matches, etc., and set corresponding awards to inspire and mobilize students to participate in these confrontational sports. Interest and enthusiasm. Through the form of competition, it can strengthen the popularization and promotion of confrontational sports games among students, enhance the unity and cohesion between students, promote the physical and mental health of the students, and improve the resistance to stress

during the continuous confrontation and training. The ability to resist frustration allows it to be cultivated and formed during the competitive process.

For example, in a tug-of-war competition in a physical education class, the teacher can divide the students into two groups with balanced strength, and then formulate a three-game winning streak match rule. After the warm-up exercise, the teacher can enter the tug-of-war link. By popularizing the knowledge of tug-of-war competitions in the classroom, teachers can select a group of students with good tug-of-war skills and abilities, and let them participate in the tug-of-war competitions of their own school and brother colleges, thereby enhancing students' sense of competition enhances their sense of self-confidence. Through level-by-level competition and elimination, students can finally further hone their perseverance and dare to challenge higher difficulties, so as to improve students' adverse quotient in a subtle way.

### **2.3 Teachers can improve their adversarial quotient ability, which is more conducive to guiding and educating students**

In physical education, teachers as the main body of teaching should have good psychological quality. To cultivate students' adversity quotient through adversarial sports games, teachers need to be guided correctly. If teachers themselves lack the corresponding adversity quotient ability, how can they be better? To guide students? The correct guidance and education of students' values through physical education is the deeper meaning of physical education. Confrontational sports games usually have competition, conflict and opposition. Vocational school students are in a critical period of personality development. They are young and vigorous, and they are prone to agitated and irritable emotions when dealing with things. These are not conducive to students' adverse quotient. The formation of ability. Therefore, before the implementation of confrontational sports games, teachers must provide appropriate education and guidance for students' personality characteristics, so that they understand the essential purpose of confrontational sports teaching, establish its principles and bottom line, and let them know what will exist beyond the bottom line. Unreasonable and harmful. In the process of implementing adversarial sports games, teachers should pay close attention to the changes in students' personal emotions, attitudes and behaviors, etc., so as to detect negative emotions of students in time, and take effective measures to carry out the necessary guidance, so as to ensure that the sports classroom is always maintained. Have a positive atmosphere. In short, teachers must make students understand that the implementation of confrontational sports games is for them to obtain the coordinated development of physical and mental health, not for the harm of vicious competition.

## **3. Conclusion**

In short, in the real social environment, the cultivation and formation of adverse quotient is very important for today's secondary vocational students. Physical education is used to strengthen their adverse quotient ability during their professional schooling stage and help them form the courage to face difficulties. On the other hand, the spirit of not being afraid of difficulties, bravely competing, and facing setbacks will enable them to eventually grow into a comprehensive talent with professional ability, professionalism, strong heart and will.

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