

太极拳教学对初中学生心理健康的调查与分析

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摘要：目的：本文以太极拳教学对初中学生心理健康的调查与分析为研究对象，重点采用文献资料法、问卷调查法、实验法和数理统计法进行研究。以二十四式简化太极拳为教学内容，选取益阳市箴言中学太极班和普通班作为实验对象，其中太极班进行二十四式简化太极拳教学，实验周期为 16 周、每周 2 次；普通班按照平常的体育课进行上课，比如足、篮、排等课的教学。实验对象共 60 人，太极班 30 人，普通班 30 人，其中男生各 15 人，女生各 15 人。在实验前后分别对不同心理健康水平的学生进行两轮《症状自评量表(SCL-90)》测试，所有测试数据通过 Excel 表格统计完成后用 SPSS25.0 软件进行处理，组内进行配对样本 T 检验，组间进行独立样本 T 检验的方法对比分析二十四式简化太极拳教学对处于不同心理健康水平的初中学生总体心理健康水平及其各个具体方面的影响。希望研究结果能在丰富相关研究内容的同时，为改善当前初中学生心理健康状况开辟一个新途径，也为当前初中学校体育课程的开展提供一些参考。**方法：**（1）文献资料法：在论文撰写过程中，根据自身的研究需要前往学校图书馆借阅相关纸质书籍、期刊，通过知网、万方、维普等网络数据库，检索查阅关于心理健康、太极拳与心理健康、中学生心理健康等方面内容的文献资料，并对此进行整理、重点阅读和归类分析为本次调查提供理论基础；（2）问卷调查法：本文通过在教学实验前后发放心理健康量表，学生现场填写、回收的方式测定受试者相关数据。心理健康量表采用国际公认的《症状自评量表(SCL-90)》；（3）实验法：太极班进行二十四式简化太极拳教学，普通班按照正常的教学任务（课程大纲中规定的教学任务）进行，分别进行 16 周的教学练习。在教学实验前后分别使用《症状自评量表(SCL-90)》对太极班和对普通班进行测试，并在实验过程中进行观察和记录，最后在实验结束后进行数据分析；（4）数理统计法：先利用 Excel 表格统计实验前后所测得的数据，然后运用 SPSS25.0 对所得测量数据进行统计和分析。以组为单位，对实验前的数据统计结果采用独立样本 T 检验进行判定；实验后组与组之间的数据比较使用独立样本 T 检验，组内使用配对样本 T 检验的方法进行检验。**结果：**（1）普通班实验前后心理健康测试结果：普通班在 16 周实验后，心理健康各因子以及总得分有所下降，但是变化并不明显，检

验结果 ($P>0.05$)；(2) 太极班实验前后心理健康测试结果：太极班在实验后各因子及总分都较实验前有大幅度的提升，除了偏执因子的检验结果， $P>0.05$ ；其余因子的检验结果 $P<0.05$ ，其中人际关系敏感因子结果更是 $P<0.01$ ；(3) 太极班与普通班实验后心理健康测试结果：经过 16 周的实验，太极班的心理健康测试比普通班更加显著，除了恐怖因子，检验解果 $P>0.05$ ；其余因子的检验解果 $P<0.05$ ，其中人际关系敏感因子，检验结果 $P<0.01$ 。**结论：**通过 16 周太极班与普通班的教学实验，普通班学生的心理健康各因子以及总得分有所下降，但是变化并不明显；而太极班学生在实验后躯体化、强迫、人际关系敏感、抑郁、焦虑、敌对、恐怖、偏执以及精神病性等因子和总分较实验前有大幅度的提升，其中人际关系敏感因子更为显著。说明普通班按照传统的教学安排对于学生心理健康无显著性差异，而二十四式太极拳练习对于中学生的心理健康具有重要的作用。(1) 太极拳练习将上肢动作与下肢动作融合练习使得肢体更加协调、平衡能力得到提升，学生的各项身体机能得到全面提高，身体素质得到改善，各种主观上的身体不适感也就慢慢消失，从而改善了学生的躯体化症状；(2) 太极拳练习注重呼吸，通过口吐浊气，鼻吸清气，吐故纳新，使习练者形神相亲，表里俱济，以其独特的吐纳之术达到净化心灵的效果，在练习时练习者会处于一种高度放松的状态，从而降低焦虑情绪；(3) 太极拳在练习的过程当中，要求练习者要做到形神兼具，平心气和。通过心与意合、意与气合、气与力合的内三合以及“以心行气、务令沉着”使得练习者把所有的注意力和专注力完全放在太极拳的练习，将所有负面情绪和干扰排除在身心之外。

关键词：太极拳，中学生，心理健康

Investigation and analysis of Taijiquan teaching on junior middle school students' mental health

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Abstract: Objective: This article takes Taijiquan teaching's investigation and analysis of the mental health of junior high school students as the research object, and focuses on the research using literature data method, questionnaire survey method, experimental method and mathematical statistics method. Twenty-four simplified Taijiquan is used as the teaching content, and the Taiji class and ordinary class of Yiyang Zhenyan Middle School are selected as the experimental

objects. The Taiji class is used for the twenty-four simplified Taijiquan teaching, and the experiment period is 16 weeks, twice a week; Ordinary classes are taught in accordance with the usual physical education classes, such as the teaching of foot, basketball, and volleyball. There are a total of 60 subjects in the experiment, 30 in Tai Chi class and 30 in ordinary class, including 15 boys each and 15 girls each. Before and after the experiment, two rounds of "Symptom Self-Rating Scale (SCL-90)" were performed on students with different levels of mental health. All test data were counted in Excel form and then processed with SPSS25.0 software, and matched within the group. Sample T test, the method of independent sample T test between groups is used to compare and analyze the impact of twenty-four simplified Taijiquan teaching on the overall mental health of junior high school students with different mental health levels and various specific aspects. It is hoped that the research results can not only enrich the relevant research content, but also open up a new way to improve the current junior high school students' mental health, and also provide some references for the development of the current junior high school physical education curriculum. **Methods:** (1) Document method: In the process of writing the thesis, according to your own research needs, go to the school library to borrow related paper books and periodicals, and search and consult about mental health and Taijiquan through Internet databases such as CNKI, Wanfang, and Weipu. And mental health, middle school students' mental health and other aspects of the literature, and the sorting, key reading and classification analysis to provide a theoretical basis for this survey; (2) questionnaire survey method: this article through the distribution of mental health before and after the teaching experiment. The questionnaire is filled out and collected by the students on the spot to determine the relevant data of the subjects. The mental health scale adopts the internationally recognized "Symptom Self-Rating Scale (SCL-90)"; (3) Experimental method: Tai Chi class conducts twenty-four simplified Tai Chi teaching, and ordinary classes follow the normal teaching tasks (in the curriculum syllabus) The prescribed teaching tasks) were carried out, and 16 weeks of teaching exercises were carried out. Before and after the teaching experiment, use the "Symptom Self-Rating Scale (SCL-90)" to test the Tai Chi class and the ordinary class, and observe and record during the experiment, and finally analyze the data after the end of the experiment; (4) Mathematical statistics: first use the Excel table to count the data measured before and after the experiment, and

then use SPSS25.0 to perform statistics and analysis on the measured data. Take the group as the unit, and use the independent sample T test to determine the statistical results of the data before the experiment; the independent sample T test is used for the data comparison between the groups after the experiment, and the paired sample T test is used for the test within the group. **Results:** (1) Mental health test results before and after the experiment in the ordinary class: After the 16-week experiment in the ordinary class, the mental health factors and the total score decreased, but the change was not obvious. The test result ($P>0.05$); (2) Tai Chi class Mental health test results before and after the experiment: After the experiment, the factors and total scores of the Tai Chi class have been greatly improved compared with before the experiment. Except for the test result of the paranoid factor, $P>0.05$; the test results of the other factors $P<0.05$, including interpersonal relationship Sensitivity factor results are even $P<0.01$; (3) Mental health test results after Tai Chi class and ordinary class experiment: After 16 weeks of experiment, the mental health test of Tai Chi class is more significant than that of ordinary class. Except for the horror factor, test the solution result $P >0.05$; the test results of other factors $P<0.05$, among which the interpersonal relationship sensitivity factor, the test result $P<0.01$. **Conclusion:** Through the 16-week teaching experiment of Tai Chi and ordinary classes, the mental health factors and total scores of ordinary class students are Decreased, but the change is not obvious; while the Tai Chi class students become somatized, compulsive, sensitive to interpersonal relationships, depression, Factors such as anxiety, hostility, terror, paranoia, and psychosis, and the total score have been greatly improved compared to before the experiment, among which the interpersonal relationship sensitivity factor is more significant. It shows that there is no significant difference in the mental health of students in ordinary classes according to the traditional teaching arrangement, and the twenty-four-style Tai Chi exercises play an important role in the mental health of middle school students. (1) Taijiquan practice combines upper limb movements with lower limb movements so that the limbs are more coordinated and the balance ability is improved. The students' various physical functions are comprehensively improved, their physical fitness is improved, and various subjective physical discomforts are slowed down. It disappears slowly, thereby improving the students' somatization symptoms; (2) Tai Chi practice focuses on breathing, exhales turbid air through the mouth, clears the breath through the nose, breathes out the old and absorbs the new, so that the practitioners can

be intimate with each other, both outside and inside, with its uniqueness. The technique of vomiting and nativating achieves the effect of purifying the mind. During the practice, the practitioner will be in a highly relaxed state, thereby reducing anxiety; (3) During the practice of Tai Chi, practitioners are required to have both body and spirit. With, peace of mind. Through the combination of heart and mind, mind and qi, qi and force, and "exercising the qi with the heart, and making calmness", the practitioners can put all their attention and concentration on the practice of Taijiquan, and put all the attention and concentration on the practice of Taijiquan. All negative emotions and disturbances are excluded from the body and mind.

Key words: Taijiquan, Middle student, Mental health