ON THE GENERALIZATION OF PHYSICS CURRICULUM TO SCIENCE EDUCATION AND POPULAR SCIENCE FROM THE PERSPECTIVE OF EMOTION REGULATION

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Background: Science Education in China is a way to improve citizens’ scientific and technological literacy. It also popularized physics that promoted innovation. The deep popularization of physical science is an important content of science education. Therefore, it is necessary to explore the logical relationship and practical path between science education, college physics curriculum and science popularization, that is, the generalization of physics curriculum to science education and popular science from the perspective of emotional regulation.

Subjects and Methods: Apply Bruner’s cognitive structure learning theory in psychology to college physics teaching, and transform the basic structure of physics into the cognitive structure of physical theories and phenomena in students’ minds. In order to coordinate the development of physics courses and the popularization of science, the basic physics courses and majors of the University have been adjusted to help students understand the principles of physics and apply them to engineering. A total of 415 junior middle school students in three grades of an experimental middle school were investigated by cluster stratified sampling. The emotional regulation ability score compiled by Lu Jiamei and Ji Jiajun (2010), the Chinese version of emotional behavior scale (PBI) revised by Yang Hongjun (2009) and the Chinese version of aggressive behavior (BWAQ) (2008) were used as research tools, and spss17 0 to analyze the data results by descriptive analysis, analysis of variance and linear regression.

Results: We found that while widely spreading science and technology, cultivating citizens’ awareness of science and technology is a necessary condition for further popularizing science. We have identified four aspects of in-depth popularization of science. We have also created a four part physics course and created a teaching method that combines online and offline teaching, large and small classes, as well as theoretical and practical learning. Using various forms of science education, we have constructed three ways to provide ideological education in the curriculum. In the practice of many science education, we have not only proved that the most important part of physics education is scientific and technological literacy, but also formed the soul of basic physics curriculum: “explore laws after forming the soul of basic physics curriculum: “explore laws after transforming the basic structure of physics into the cognitive structure of physical theories and phenomena in students’ minds. In the practice of many science education, we have not only proved that the most important part of physics education is scientific and technological literacy, but also formed the soul of basic physics curriculum: “explore laws after transforming the basic structure of physics into the cognitive structure of physical theories and phenomena in students’ minds.

Conclusion: After 10 years of educational practice, we have developed the physics curriculum to the stage of in-depth popularization of science. In the full combination of physics curriculum and engineering teaching, it embodies the three-stage learning process of acquisition, transformation and evaluation in Bruner’s psychological theory. The scientific and technological literacy of Chinese teenagers has improved. In short, we should fully consider the important influence of emotion, actively pay attention to the changes of psychological emotion and behavior in their learning, and strive to become the manager, coordinator and collaborator of curriculum construction.

We should actively organize rich activities flexibly according to the psychological characteristics of this part of the group, strive to build a relaxed and harmonious living atmosphere, create a friendly and mutual aid relationship, encourage and guide this part of the group, adjust the psychology to the best state, and promote the healthy growth in a good learning life.

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RESEARCH ON THE DEVELOPMENT OF BODYBUILDING OF UNIVERSITY STUDENTS IN NINGBO FROM THE PERSPECTIVE OF SPORTS EMOTION REGULATION PSYCHOLOGY

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Background: Bodybuilding was introduced into colleges and universities in the 1990s, but it is still in the primary stage. There are many misunderstandings in the understanding of bodybuilding in Colleges and universities in Ningbo, and the development is slow and uneven. As a branch of psychology, sports psychology studies the psychological phenomena, occurrence and development laws of people engaged in sports activities under specific conditions. It is particularly important to use specific emotion regulation methods for students in today's context.

Subjects and Methods: Using the attribution theory, achievement needs theory, self-efficacy theory and goal setting theory of sports psychology, we can promote the development of bodybuilding in Colleges and universities in Ningbo by understanding the psychological needs of students. This is worth studying. In order to better understand the current situation of College Aerobics and the needs of students and promote the development of College Aerobics, 240 students from 8 colleges and universities in Ningbo were investigated and interviewed. From the perspective of sports psychology, this paper analyzes the current situation of fitness in Colleges and universities in Ningbo by using the methods of literature, questionnaire and interview. In addition, the self-awareness scale compiled by fenigstein, Scheier and Buss (1975) is also used, including three...