

Research on Intervention of Middle School Bullying from the Perspective of Integration of Sports and Education

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Abstract: School bullying incidents endanger the mental health of young people, erode the social atmosphere, destroy the educational environment, and plant hidden dangers for the healthy development of society. This article uses literature research methods, mathematical statistics research methods, and logical analysis research methods to conduct localized research on campus bullying intervention from the perspective of sports and education integration, perfecting and enriching the school physical education intervention system for campus bullying, and giving full play to it has established the concept of educating people in school physical education and laid the theoretical foundation for the good development of young people's physical and mental health.

Keywords: integration of sports and education, school bullying, school sports

1. Introduction

With the rapid development of information technology, incidents of campus bullying across the country are frequently exposed on major online social platforms, occupying the headlines of online media, and are very bad in nature and have a very bad impact on society. School bullying is a negative social behavior that often occurs among teenagers. Many studies have shown that students involved in bullying incidents, whether they are bullies or those who have been bullied, may have various levels of psychological problems, which seriously affect the development of students' mental health [1]. Sports is the most advantageous weapon for shaping and educating people. The integration of sports and education in the new era has established a new idea of the integrated development of youth training and embodies the "monism" of sports education and the overall development of the body and mind. The concept of holistic development of body and mind believes that body ontology and psychological and cultural cognition are an inseparable whole, which can promote each other. It emphasizes the monism of body movement knowledge and cultural knowledge, which implies "simultaneous use of technique and technique" and "combination of technique and technique."

The school bullying will cause varying degrees of harm to students' body and mind. However, there is insufficient research on localized intervention measures of campus bullying. The development of this research will have important theoretical significance and practical value. By consulting relevant literature, foreign studies on campus bullying originated earlier and have gone through different stages of development. They have established campus bullying intervention measures from the perspective of sports, while most of China is in the cognitive aspect of campus bullying. Although the intervention measures have been proposed and achieved remarkable results, they have not formed a relatively complete intervention system [2]. As Salmi Valley said, school bullying is like a slowly completed puzzle. Only when all the small pieces are put together can the whole picture of the school bullying composition be revealed [3]. This research will conduct a study on the intervention of campus bullying from the perspective of the integration of sports and education, which is conducive to further enriching the intervention system of school bullying. Practically speaking, carrying out research on the integration of sports and education on campus bullying can not only play a role in purifying the campus environment, but also combine the high physical and mental fluctuations and high plasticity characteristics of middle school students during this period. Through school physical education, to enable students to rationally treat and deal with problems when they encounter problems, exercise their self-control ability, avoid blind impulse, and cultivate students' awareness of rules and morals, so as to effectively prevent or reduce the occurrence of school bullying.

2. Analysis of the era concept of the integration of sports and education

Young people are the hope of the country and the nation. In the new era, making full use of the historical opportunity of deepening the integration of sports and education to vigorously promote the healthy growth and overall progress of young people is an important historical mission given by the times. The integration of sports and education is an important conceptual change and strategic task in the transformation and development of sports and education in our country. Standing on the height of realizing the modernization of education and the strategy of strengthening the country in sports, a new concept of promoting the all-round development of young people is proposed, and a set of actions is provided for government departments and all walks of life. The guidelines are important. In the process of implementing the task of integrating sports and education, we not only need to deeply understand the new connotations, new concepts and new paths of the integration of sports and education, but also need refined design and implementation plans. Through the integration of sports and education, we need to change development concepts and give full play to the education of sports. In the new era, in the transformation of sports development methods, we must adhere to the promotion of the healthy development of young people as the main orientation, and always adhere to the overall principle of "integrated design and integrated promotion", and thoroughly solve the problems, contradictions and shortcomings in the development of youth sports, to promote the sustainable and healthy development of sports and education. Therefore, in this study, the integration of sports and education intervention strategy is to use sports and health classes, extracurricular sports activities, extracurricular sports competitions and other forms to cultivate students' emotional control and rule awareness within the scope of school physical education, and to improve students the unity and cooperation ability and personality ethics, so as to achieve the purpose of effective intervention in school bullying.

3. Cognitive investigation of middle school students' campus bullying behavior intervention from the perspective of sports and education integration

3.1 The overall situation of middle school students' cognition of school bullying behaviors and sports education integration intervention

Taking Jiangsu Province as an example, the research team designed "Does the integration of sports and education have any effect on campus bullying behavior: A, yes; B, no; C, don't know". The cognition of teaching integration intervention in campus bullying behavior is intuitively reflected. The study found that 56.30% of the students thought it was useful, 20.60% of the students thought it had no effect, and 23.10% of the students did not know. In order to further understand the level of awareness among students who think it is useful for the integration of physical education and education to intervene in campus bullying behaviors, members of the research team conducted relevant interviews with students. Students generally believe that learning sports can make their bodies stronger and protect themselves. Intervening in campus bullying behaviors shows that students' awareness of physical intervention in campus bullying behaviors only rests on the resistance to school bullying caused by physical fitness enhancement, and the education of students in school physical education makes students aware of rules it is not obvious that the awareness of school bullying intervention is not obvious. There are also students who report that while physical exercises make students stronger, they also increase students' bullying behaviors such as violence, bullying, and other school bullying behaviors.

3.2 Analysis of the difference in cognition of middle school students' bullying behavior and sports-education integration intervention

The research group obtained $P < 0.01$ through one-way analysis of variance, indicating that there are significant grade differences in middle school students' cognition of bullying behavior and physical education integration intervention. Through the survey of students of different grades, it is found that with the increase of grade, the improvement of students' cognitive ability, etc., makes students' awareness of physical intervention in school bullying more profound.

As shown in the table, $P > 0.05$ is obtained through one-way analysis of variance, indicating that there is no gender difference in the cognition of middle school students' bullying behavior and physical education integration intervention. Compared with girls, although boys are more active by nature and participate in sports activities more actively, their cognition is relatively immature for middle school students in adolescence, which makes boys and girls in middle schools bully on campus, there is no

difference in cognition of the integration of sports and education.

Table 1 Grade differences in cognition of middle school students' bullying behavior and physical education integration intervention

	Sum of square	Degree of freedom	Mean variance	F	P
Between groups	31.916	3	18.337	26.229	0
In the group	628.918	1060	0.728		
Total	708.824	1062			

Table 2 Gender differences in cognition of middle school students' bullying behavior and physical education integration intervention

	Sum of square	Degree of freedom	Mean variance	F	P
Between groups	0.812	3	0.392	1.526	0.273
In the group	262.663	1060	0.271		
Total	265.881	1062			

As shown in the table, $P < 0.01$ is obtained through one-way analysis of variance, indicating that there is a significant urban-rural difference in cognition of middle school students' campus bullying behavior and physical education integration intervention. The study found that due to the relatively complete sports facilities in urban schools and the increased opportunities for students to get in touch with sports, the influence of urban students on sports is not limited to the enhancement of physical fitness, but on the awareness of the rules that sports brings to themselves. The experience of potential effects such as enhancement and emotional control is more obvious. Therefore, it is understandable that there are significant differences in the cognition of the integration of sports and education between urban and rural students in campus bullying behavior.

Table 3 Urban-rural differences in cognition of middle school students' campus bullying

	Sum of square	Degree of freedom	Mean variance	F	P
Between groups	12.971	3	6.338	38.828	0
In the group	175.826	1060	0.176		
Total	188.829	1062			

4. The necessity and feasibility of constructing an intervention model of integration of sports and education

4.1 The necessity of constructing an intervention model of integration of sports and education

The real anti-campus bullying action should be a systematic and integrated education and practice. For the anti-bullying campaigns in most schools in the past, it focused on the formulation of codes of conduct, the observation and control of student behavior, the construction of legislation and systems, and the implementation of disciplinary measures. For example, the disciplinary measures taken at John Paul College Oral criticism, written review, suspension of class reflections, etc., severe cases will be expelled[4]. On the one hand, this kind of stop bullying only at the behavioral level, plus adolescent students are often unwilling to accept the oppression under this authority. On the other hand, physical education, as a part of school education, does not give full play to the "school-based curriculum" that students' normative beliefs and conscience are cultivated in physical education. Although these strategies are crucial, they are by no means a permanent cure. Therefore, it is necessary to combine coping strategies and constructive strategies to explore and fill the gaps in the prevention and intervention of school bullying behavior from a more school sports perspective.

4.2 The feasibility of constructing an intervention model of integration of sports and education

Among the "general sexual behaviors" included in Finland's Kiva project activities, preventive courses are offered to students in order to reduce the incidence of bullying in schools. It includes anti-bullying online games and anti-bullying online learning websites, which are not used the school's

specialized courses are taught and accepted for anti-bullying, and in the Kiva project, the development of "targeted behaviors" requires the formation of a team of professionals, such as professional psychological counselors, security personnel with safety detection capabilities, etc. The comprehensiveness of the equipment, the cost and energy input of the school, for students, this new curriculum will undoubtedly increase their learning burden. Combined with the domestic learning situation, the traditional Chinese education concept is deeply rooted, and the development of such courses will appear to be ineffective. Practical, its implementation process will inevitably face difficulties, but it cannot completely deny the auxiliary role played by this course. Since the determination to invest in this course is great, it is better to use this course as the basis for other necessary courses. Work hard on the structure to form a school-based curriculum of "multiple benefits in one fell swoop" [5]. Drawing lessons from the Kiva project, in order to allow students to increase their interest in anti-bullying courses in order to better master and absorb the knowledge and skills learned in the courses, it specifically designed anti-bullying games to create interesting learning situations for students. Physical education and health classes are the main activities in school physical education. Compared with other courses, physical education and health classes can not only extend the classroom to extracurricular, but also have unique advantages in stimulating students' interest. Because of its advantages, it should play its own educational function, subtly cultivate students' awareness of rules, emotional management capabilities, solidarity and cooperation, and personality and morality, so as to achieve intervention in campus bullying.

4.3 Construction of an intervention model of integration of sports and education

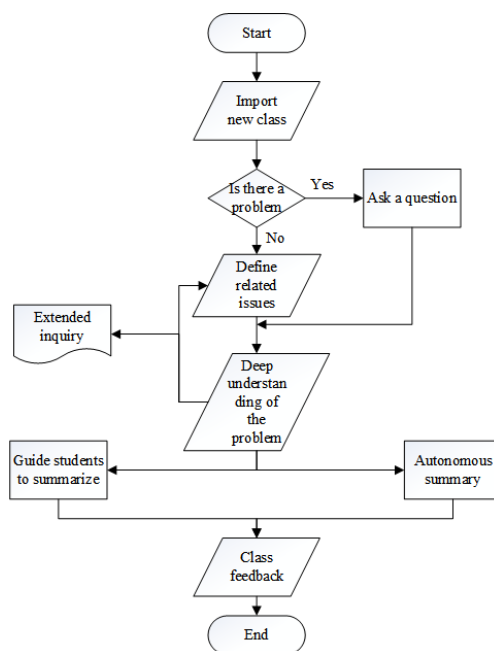


Figure 1. Sports and education integration intervention model

The frequent occurrence of school bullying incidents has caused serious harm to the physical and mental health of the primary and secondary school students who participated (the bully, the bullied) and the non-participants (bystanders) in the bullying incident. This not only caused the concern of the relevant national education departments, but also It also produces certain warnings for the shift of the center of gravity of school education [6]. Therefore, in order to improve the current situation of campus bullying incidents, protect students' physical and mental health from harm, and achieve the educational goal of all-round development of people, intervention in campus bullying behavior is also urgent. At present, in the new era of education in the context of "building morality and cultivating people", this study believes that the intervention of school physical education on campus bullying behaviors of junior high school students will still be hindered by the following: First, school teachers are one-sided in achieving physical education goals, only attaches importance to the achievement of students' motor skills goals, and ignores the realization of emotional and cognitive goals; second, students' own weak cognitive ability leads to unclear distinctions between right and wrong, straightforwardness, good and evil, etc., and they are easily deceived; third, school bullying the occurrence of behavior has strong concealment, and it is difficult to directly intervene. Therefore, for the school physical education

intervention of school bullying behavior, this research takes physical education and health classes as the core, physical education teachers as the driving force, and extracurricular sports activities and extracurricular sports competitions as auxiliary to carry out potential educational interventions to promote students' awareness of rules the establishment of the establishment, the improvement of emotional control ability, the cultivation of unity and cooperation ability, the improvement of personality and morality, etc., so as to prevent or reduce the occurrence of school bullying.

5. Conclusion

Through this research, on the one hand, we can feel the need to intervene in school bullying behavior, and on the other hand, we can also feel that there are still many issues that need to be explored and improved in the field of submission and integration of school bullying behavior intervention. The object of this study has certain limitations. This article only investigates the status quo of bullying behaviors of middle school students and analyzes the intervention factors of sports and education integration that affect campus bullying behaviors. The model constructed is also limited to middle school students. Therefore, In future research, more subjects can be selected for further research, so as to expand the scope of sports and education integration intervention.

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