

**THE IMPORTANCE OF EMOTIONAL EDUCATION IN THE EDUCATION
SYSTEM OF “BADMINTON YOUTH TRAINING CAMP – SPORTS COLLEGE –
PROFESSIONAL BADMINTON CLUB”**

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**ЗНАЧЕНИЕ ЭМОЦИОНАЛЬНОГО ВОСПИТАНИЯ В СИСТЕМЕ
ОБРАЗОВАНИЯ «УЧЕБНО-ТРЕНИРОВОЧНЫЙ ЛАГЕРЬ ПО БАДМИНТОНУ –
СПОРТИВНЫЙ КОЛЛЕДЖ –
ПРОФЕССИОНАЛЬНЫЙ БАДМИНТОННЫЙ КЛУБ»**

В процессе подготовки игроков в бадминтон жизненно важную роль играет система образования «Молодежный тренировочный лагерь по бадминтону-спортивная академия-профессиональный клуб по бадминтону». В этой системе эмоциональное воспитание является не только важным дополнением к технической и физической подготовке, но и ключевым звеном в формировании общего качества спортсменов, поэтому имеет значение осуществление эмоционального воспитания в указанной системе образования и предложение соответствующих стратегий реализации и разработке методических материалов для подготовки высококлассных игроков в бадминтон с отличным уровнем психологической подготовки.

Badminton has attracted much attention due to its high competitiveness and decorative nature. In the process of training badminton players, emotional education plays an important role in the comprehensive development of athletes at all three levels of the educational system.

At the youth camp stage, athletes experience a critical period of skill learning and psychological development. Emotional education helps athletes form positive self-esteem and self-confidence by paying attention to individual differences and providing them with specific help and guidance. Coaches should pay attention to each athlete's progress and achievements, and give timely confirmation and encouragement to make them feel their value and potential. This positive feedback helps athletes form a positive self-perception, increase self-confidence, and lay a solid psychological foundation for their future competitive career [1]. Athletes in youth camps come from different backgrounds and environments, and they need to establish good interpersonal relationships by understanding and supporting each other. Emotional education acts as a bridge in this process, encouraging athletes to learn to care for others, respect others, and learn to play their role in a team. Coaches can organize team activities and competitions to give athletes the opportunity to collaborate with other teammates and complete tasks together, thereby strengthening friendships and improving teamwork skills.

The result of badminton competitions often depends on the competitive status and psychological quality of the athlete. At the youth camp stage, emotional education enables athletes to remain calm and focused during the competition, teaching them to regulate and control their emotions. The coach can, through demonstrations and explanations, make athletes understand the importance of managing emotions and learn to use deep breathing, muscle relaxation and other methods to relieve stress. After entering badminton at the Academy of Physical Education and Sports, athletes are faced with more systematic and comprehensive teaching and learning tasks [2]. The role of emotional education is more noticeable at this stage, it helps to promote the physical and mental health and comprehensive development of athletes. The Academy should help athletes establish correct self-perception and improve their ability to cope with stress and challenges by organizing mental health lectures, psychological counseling and other activities.

Emotional education can not only improve the physical and mental health of athletes, but also improve their competitive level and psychological quality. In the badminton major of the Institute of Physical Education, coaches should stimulate the fighting spirit and potential of athletes through emotional motivation. During training, the coach should give athletes full recognition and encouragement to make them feel their progress and achievements. At the same time, coaches should design individual training plans according to the individual differences of athletes to help them realize their maximum potential. The badminton major of the School of Physical Education not only focuses on developing athletes' skills, but also on developing their professionalism and team spirit. Coaches should organize practical training, mock competitions and other activities to give athletes the opportunity to play leadership roles and develop their organizational and teamwork skills. At the same time, emotional education also encourages athletes to learn to respect referees, opponents, comply with competition rules and develop their professionalism and moral concepts [3].

After joining a professional badminton club, athletes face tougher competition and higher professional demands. The role of emotional education at this stage is mainly reflected in strengthening the athletes' sense of professional identity and belonging. The club should organize cultural activities and team building to make athletes feel the cultural atmosphere and team spirit of the club. The care and support between coaches and teammates can make athletes cherish their careers even more and fight for the honor of the club.

Professional badminton players face various problems and pressures in their careers, such as losing a game and getting injured. Emotional education plays an important role in helping athletes cope with these problems and stress. Clubs should help athletes build correct professional perceptions and improve their ability to cope with challenges through psychological counseling and career planning. At the same time, clubs should provide athletes with the necessary support and guarantees so that they have something to rely on when facing difficulties. Emotional education can also promote the long-term career development of athletes in professional badminton clubs. Coaches and clubs should pay attention to the career planning and future development of athletes, providing them with targeted guidance and advice. Help athletes broaden their horizons, improve their professional literacy and comprehensive ability by organizing training, exchanges and other activities. At the same time, the club should create more opportunities and platforms for the development of athletes so that they can achieve more brilliant achievements in their careers [4].

levels of training, it is necessary to carry out work on developing and improving the emotional education abilities of the coaching staff. The coach is the key implementer of emotional education in the badminton education system. Therefore, strengthening the training of the coaching team's emotional education abilities is an important way to enhance the effect of emotional education. Academies and clubs should regularly train and evaluate coaches, improve their professional literacy and emotional education abilities. At the same time, coaches should be encouraged to actively participate in academic research and practical research, and continuously summarize and improve the methods and strategies of emotional education.

A sound emotional education curriculum system should be established in the badminton education system. This includes conducting mental health courses, emotion management courses, etc., to help athletes understand the importance of mental health and learn to regulate and control their emotions. At the same time, emotional education should be integrated into technical training and tactical training, so that athletes can develop positive self-esteem and self-confidence while improving their skills. A good educational atmosphere is an important guarantee for emotional education. Academies and clubs should focus on creating a positive, harmonious and harmonious educational atmosphere. Strengthening the cohesion and sense of belonging among athletes by organizing cultural activities, team building, etc. At the same time, attention should be paid to the mental health and life needs of athletes, and provide them with the necessary support and assistance.

In the process of training badminton players, cooperation and communication between home and school are an integral part of emotional education. Colleges and clubs should actively establish contacts with parents and regularly report to them about the athletes' studies and lives. At the same time, parents should be encouraged to actively participate in the process of raising and nurturing athletes by providing them with the necessary support and advice. Such cooperation and communication between home and school help to form educational synergy and jointly promote the all-round development of athletes.

To sum up, it can be said that emotional education plays a vital role in the coordinated education system of "youth badminton camp-physical education academy-professional badminton club". It is not only related to the mental health of athletes and the stability of their competitive state, but also affects the formation of their teamwork and social adaptation ability. Therefore, we must strengthen the research and practical study of emotional education, continuously improve the methods and strategies of emotional education, and provide a reliable guarantee for the cultivation of all-round badminton talents [5].

In the future, with the continuous development of badminton and the continuous improvement of the competition level, the importance of emotional education in the badminton education system will become more prominent, so it is necessary to continue to deepen the research and practical study of emotional education, constantly innovate the methods and means of emotional education, and inject new vitality and impetus into the development of badminton. At the same time, it is necessary to strengthen exchanges and cooperation with the international badminton community, draw lessons from the advanced experience of emotional education and practical results, and continuously improve the overall level of badminton education in China.

Literature

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EDUCATIONAL POTENTIAL OF THE HISTORY OF SMALL MOTHERLAND

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ОБРАЗОВАТЕЛЬНЫЙ ПОТЕНЦИАЛ ИСТОРИИ МАЛОЙ РОДИНЫ

История малой родины является важным элементом культурного и образовательного процесса, представляет собой уникальный источник воспитательного потенциала.