

Таким образом, у студентов-психологов, недостаточно развиты коммуникативные навыки. Они еще не в полной мере способны регулировать свое поведение в различных жизненных ситуациях и не всегда могут контролировать свои эмоции во взаимодействии с окружающими. Полученные результаты указывают на необходимость проведения дополнительных факультативов, тренингов и семинаров, направленных на формирование личности будущего специалиста и развитие коммуникативных способностей и качеств у студентов. Для повышения уровня коммуникативной компетенции необходимо проводить тренинги по развитию базовых коммуникативных навыков, включая самоанализ, а также тренинги по деловому общению. В ходе которых, участники получают возможность расширить свои представления о коммуникативных ситуациях, сравнивая мнения всех членов группы [5].

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#### Ke Nana

Scientific Supervisor: Tasha Georg, PhD in Ped. Sciences, Ass. Professor  
Francisk Skorina Gomel State University  
Gomel, Republic of Belarus

#### THEORETICAL FOUNDATIONS AND CURRENT STATE OF EMOTIONAL EDUCATION LITERACY AMONG UNIVERSITY PHYSICAL EDUCATION TEACHERS

*This article explores the theoretical foundations and practical implementation of emotional education literacy among physical education teachers in higher education institutions. Grounded in the theory of educational ecology and integrating approaches from pedagogy, psychology, and sports science, the study identifies the structural components of this literacy (cognitive, operational, and ethical) and reveals its unique potential in the context of physical education due to its embodied, situational, and interactive nature. The analysis of the current situation, based on empirical data, highlights a persistent contradiction between high ideological recognition of emotional education and low levels of systematic knowledge and practical skills among teachers. The article systematizes the key theoretical principles that should form the basis for improving the quality of emotional training in the university sports environment.*

*Keywords: emotional education literacy; physical education teacher; higher education; theoretical model; embodied cognition; current state; cognitive dissonance.*

#### **Ке Нана**

Научный руководитель: Т. Г. Шатюк, канд. пед. наук, доцент  
Гомельский государственный университет имени Ф. Скорины  
г. Гомель, Республика Беларусь

### **ТЕОРЕТИЧЕСКИЕ ОСНОВЫ И ТЕКУЩЕЕ СОСТОЯНИЕ ЭМОЦИОНАЛЬНО-ОБРАЗОВАТЕЛЬНОЙ ГРАМОТНОСТИ ПРЕПОДАВАТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ УНИВЕРСИТЕТОВ**

*В данной статье рассматриваются теоретические основы и практическая реализация эмоционально-образовательной грамотности преподавателей физической культуры в учреждениях высшего образования. Опираясь на теорию образовательной экологии и интегрируя подходы педагогики, психологии и спортивной науки, в исследовании выявляются структурные компоненты данной грамотности (когнитивный, операциональный и этический) и раскрывается ее уникальный потенциал в контексте физического воспитания, обусловленный его телесной, ситуативной и интерактивной природой. Анализ текущей ситуации на основе эмпирических данных демонстрирует устойчивое противоречие между высоким идеологическим признанием эмоционального воспитания и низким уровнем системных знаний и практических умений у преподавателей. Статья систематизирует ключевые теоретические положения, которые должны лечь в основу повышения качества эмоциональной подготовки в вузовской спортивной среде.*

*Ключевые слова: эмоционально-образовательная грамотность; преподаватель физической культуры; высшее образование; теоретическая модель; воплощенное познание; текущее состояние; когнитивный диссонанс.*

The modern paradigm of higher education, focused on the idea of “education through upbringing” and the formation of a holistic personality, naturally actualizes the emotional component of learning. Physical culture, due to its active and social nature, is not just an academic discipline but a powerful means of personal development, where emotional experiences act as both a catalyst and a result of pedagogical interaction. Emotional education in this context is a purposeful process of developing students' ability to recognize, understand, and manage their own emotions and the emotions of others through the specifics of sports activity.

The relevance of studying the emotional education literacy (EEL) of physical education teachers is driven by a profound contradiction. On the one hand, in the context of implementing state programs to strengthen health and educate harmoniously developed individuals, the role of the teacher's emotional intelligence as a factor in motivation, psychological climate, and students' personal growth is undeniable. On the other hand, the traditional system of training and evaluating physical education teachers often remains captive to the “performance paradigm”, focused on standards and athletic achievements, which marginalizes emotional and value aspects of the pedagogical process. This leads to a distortion of the very essence of physical education. Therefore, a scientific analysis of the theoretical foundations of EEL and an objective diagnosis of its actual state among the teaching staff is the first and necessary step in designing systemic changes in this field.

Emotional education, a core practice area of humanistic educational philosophy, focuses on nurturing students through emotional engagement. It aims to help students develop a healthy mental world and achieve social development through emotional interactions during the educational process. In his book “Experience and Education”, the renowned American

educator John Dewey proposed the important concept that “education is life”. He emphasized that education should not be separated from students' real-life experiences, and emotions, as an essential part of these experiences, should be a key focus in educational activities. Dewey believed that the emotional experiences students have in real-life situations can significantly influence their learning attitudes and behaviors. Only by valuing emotional education can we truly achieve the goal of promoting individual growth through education [1]. For example, during the preparation for a school sports meet, students' involvement in organizing, training, and competing can lead to various emotions such as anticipation, tension, excitement, and disappointment. These emotional experiences can serve as valuable educational resources, and if teachers guide them effectively, they can promote students' growth.

The theory of multiple intelligences, proposed by American psychologist Howard Gardner, provides a solid biological foundation for emotional education. This theory suggests that physical activities not only enhance students' physical-motor intelligence but also promote the development of interpersonal intelligence. Through sports, students can better understand others' emotions, intentions, and needs by collaborating and competing with peers, thereby improving their emotional literacy. For example, in team sports, students must be sensitive to their teammates' emotional states and adjust their behavior promptly to achieve the team's goals, which vividly demonstrates the cultivation of emotional literacy [2]. In a basketball game, when a player is feeling down due to a mistake, other players support them through encouraging words and high-fives, helping the player regain confidence and strengthening team cohesion. This is a typical example of the interaction between interpersonal intelligence and emotional literacy.

Sports education, with its unique embodiment, situational nature, and strong interactivity, serves as an ideal platform for emotional education. In physical education classes, students' physical activities, situational experiences, and emotional development are closely intertwined, forming a cohesive whole. For instance, in basketball class, students need to cooperate and trust each other, working together to win the game. Through this process, students can deeply experience the power and warmth of teamwork, enhancing their sense of belonging and responsibility within the team. In track and field classes, when students face challenging events, they often encounter negative emotions such as fear and anxiety. By overcoming these emotions and successfully completing the challenges, students' confidence and psychological resilience are significantly boosted [3]. A college student, initially fearing long-distance running, wanted to give up multiple times during marathon training. However, with the encouragement of teachers and the support of peers, he persisted in completing the training and participating in the race, ultimately challenging himself. This experience not only enhanced his running skills but also greatly strengthened his confidence and perseverance.

This educational approach, which transforms abstract emotional goals into concrete physical experiences, gives physical education a unique advantage in emotional education that no other subject can match. Through physical activities and experiences, students can more intuitively perceive changes in their emotions, understand the deeper meanings of emotions, and learn how to manage and regulate their own feelings. For instance, in gymnastics training, students repeatedly practice challenging moves, from initial nervousness and frustration to the joy and pride that come with mastering the moves. These emotional changes help students deeply understand the relationship between effort and achievement, enabling them to face difficulties and setbacks with a positive attitude.

Guided by the fundamental educational policy of 'cultivating virtue and nurturing talent' and driven by policies such as the 'Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era,' physical education in Chinese universities is undergoing a significant shift from merely teaching skills to fostering students' personalities. Physical education now focuses not only on improving students' physical fitness and mastering sports skills but also on cultivating their well-rounded personalities,

good morals, and positive emotions [4]. For example, some universities are incorporating elements like team building and resilience training into their physical education curricula, aiming to foster students' cooperative spirit, resilience, and a positive outlook on life through sports activities.

As the leaders of physical education activities, the quality of emotional education among physical education teachers directly impacts the success of educational reforms. However, in actual teaching, some physical education teachers have a superficial understanding of emotional education and lack systematic knowledge and practical skills in this area. Some teachers equate emotional education with merely showing concern and affection for students or creating a relaxed and pleasant classroom atmosphere without delving into the emotional resources inherent in physical education or mastering effective methods of emotional education [5]. This situation hinders the full realization of the role of physical education in fostering students' emotional development. Therefore, it is crucial to conduct in-depth research on the emotional education literacy of college physical education teachers, analyze their current status and challenges, and propose strategies for improvement. This is essential for advancing the reform of college physical education, fulfilling the fundamental task of 'moral education and talent cultivation,' and nurturing well-rounded, high-quality talents.

The theoretical connotation and structural model of emotional education literacy:

– *educational perspective: three-dimensional construction of literacy.* From an educational perspective, emotional education literacy is composed of three dimensions: cognition, ability, and ethics. These three dimensions are interconnected and influence each other, forming a comprehensive system of literacy. In the cognitive dimension, teachers need to deeply understand the theories related to emotional education. Hoffman's theory of moral emotion highlights the significant role of emotions in moral development, suggesting that individuals' moral actions often stem from their inner emotional experiences and resonances. Noddings' theory of caring education advocates for education centered on care, where teachers should address students' emotional needs, build positive teacher-student relationships, and promote the all-round development of students. Only by deeply understanding these theories can teachers recognize the importance of emotional education and apply it in their teaching practices [6]. For example, by applying Noddings' theory of caring education, teachers can pay attention to individual differences and emotional needs in physical education, offering more encouragement and support to students who are physically challenged or lack confidence, helping them feel the teacher's care and thus stimulating their motivation to learn.

The dimension of emotional education literacy encompasses practical skills, including identifying students' emotions, empathizing and communicating with them, and guiding their emotional development. Teachers should be adept at perceiving the emotional changes students exhibit in their studies and daily lives, accurately assessing their emotional states. For instance, when a student shows signs of frustration or anxiety during physical training, the teacher should promptly recognize these emotions, use effective communication to understand the underlying reasons, and offer empathy and support to help the student adjust their emotions and engage in learning with a positive attitude [7]. For example, during football training, a student became disheartened after making several mistakes in the game. The teacher listened patiently to the student's concerns and discovered that the student was overly concerned about the outcome, leading to excessive stress. The teacher then guided the student to view the mistakes more positively, helping to alleviate the pressure and restore confidence.

The ethical dimension serves as the value orientation for emotional education, requiring teachers to establish fair and humane standards of teacher-student emotional interaction based on theories such as John Rawls' theory of justice. Teachers should treat all students equally, respecting each student's individuality and emotional needs, without favoritism or discrimination. Additionally, teachers should lead by example, setting a good

moral role model for students through their actions and words, guiding them to form correct values and moral views [7]. For instance, in sports officiating, teachers should strictly adhere to the rules, not favoring any side based on students' status or performance, allowing students to learn to respect rules and others in a fair environment;

– *basic psychology: systematic integration of emotional functions.* Psychological research indicates that emotions play a multifaceted role in physical education. Emotions serve as signals, allowing teachers to convey information through non-verbal means such as facial expressions and body language. For instance, when demonstrating standard sports movements, a teacher who is smiling and confident can send positive emotional signals to students, stimulating their interest and enthusiasm for learning. Additionally, students can gauge the teacher's evaluation and expectations by observing the teacher's expressions and body language, which helps them adjust their learning behaviors [8]. Research shows that when teachers teach with enthusiasm and energy, students' classroom participation significantly increases, leading to better learning outcomes.

The motivational function of emotions significantly influences students' engagement in learning. Psychological studies show that positive emotions can boost dopamine levels, which enhances students' attention, memory, and learning efficiency. In physical education, when students are in a positive emotional state, they tend to participate more actively in training, leading to quicker mastery of motor skills. Conversely, negative emotions can dampen students' motivation and negatively impact their learning outcomes [9]. For instance, in martial arts instruction, students learn more effectively in a relaxed and enjoyable environment, remembering the key points of movements more quickly and performing them more accurately and powerfully. When students feel tense or anxious, however, the coordination and precision of their movements are compromised;

– *the particularity of physical education: three attributes of integrating advantages.* Physical education has unique threefold attributes in emotional education. The embodied cognition field highlights the mutual influence between physical movement and emotional experience. When students engage in sports activities, their physical state directly impacts their emotional experience. For instance, when students complete a challenging sports move, the sense of achievement can bring joy; conversely, when they face setbacks during exercise, physical fatigue and feelings of failure can lead to negative emotions. Moreover, emotional experiences can also influence physical movement. Positive emotions can enhance students' performance, while negative emotions can lead to distorted movements and increased errors [10]. For example, in high jump training, students who successfully clear a certain height will feel a strong sense of achievement and confidence, which motivates them to challenge higher difficulties in subsequent training. Conversely, repeated failures can lead to frustration, affecting their performance in future training.

The context of educational setbacks is another significant aspect of physical education. In sports competitions and training, students inevitably face failures and setbacks. By dealing with these setbacks, students can develop a strong will and good psychological resilience. For example, after a loss in a competition, teachers guide students to view failure correctly, analyze the reasons, and encourage them to keep trying. This experience helps students learn to grow from setbacks and improve their ability to handle difficulties [10]. After a loss in an important game, a university basketball team's coach organized a summary and reflection session for the players, helping them analyze the issues in the game and encouraging them to learn from their failures. After a period of hard training, the team achieved excellent results in subsequent games, and the players' psychological resilience was significantly enhanced.

Social interaction platforms provide students with rich opportunities for emotional exchange through team sports. In these activities, students must work closely with their teammates to develop strategies and solve problems together. Through this process, students learn to listen to others, understand their feelings, and manage interpersonal relationships,

thereby enhancing their emotional and social skills [10]. For example, in volleyball matches, players enhance their teamwork through eye contact, hand signals, and tactical discussions, which not only strengthen their bonds but also deepen their friendships and trust, enriching their emotional experiences.

The current situation of emotional education quality of college physical education teachers:

– *cognitive level: the contradiction between ideological identity and practice gap.*

Currently, college physical education teachers generally show a high level of recognition for the concept of emotional education. However, there is a noticeable gap between their actual understanding and practice. A survey of colleges in eastern Inner Mongolia reveals that over 75% of physical education teachers acknowledge the importance of emotional education in sports teaching, believing it helps boost students' enthusiasm for learning and fosters good character and a well-rounded personality. However, further investigation shows that only about one-third of the teachers can clearly explain the theoretical aspects and implementation methods of emotional education. Most teachers view emotional education as merely caring about students' lives, creating a lively classroom atmosphere, or occasionally offering encouraging words, lacking a systematic and scientific understanding of emotional education [11]. Interviews with some college physical education teachers revealed that some teachers stated, "We know emotional education is important, but we don't know how to do it or where to start", reflecting the confusion many teachers feel regarding emotional education.

This 'high identification, low cognition' contradiction highlights the shortcomings of college physical education teachers in emotional education. On one hand, teachers recognize the importance of emotional education, which aligns with the current trend of educational reform and societal demands for talent development. On the other hand, due to a lack of systematic theoretical study and professional training, teachers' understanding of emotional education remains superficial, preventing them from effectively translating these concepts into practical teaching practices;

– *ability performance: structural imbalance and insufficient situation response.*

According to Schulman's theory of teacher knowledge, college physical education teachers exhibit a significant structural imbalance in their ability to provide emotional education. In practice, most teachers can establish a basic emotional connection with students through daily interactions and by showing concern for their training progress, thereby making students feel the teacher's care and affection. However, few teachers can consistently and deeply monitor students' emotional changes and take effective intervention measures.

When students make technical mistakes or experience emotional fluctuations during physical education, survey data shows that about 60 % of teachers only offer simple encouragement, such as 'Come on, you can do it,' or directly correct the students' movements without delving into the emotional roots of their problems or using scientific methods to help them manage their emotions. For example, when a student is afraid of getting hurt and hesitates to try new sports moves, if the teacher only encourages the student to be brave without addressing their fear, it may lead to increased psychological pressure and even resistance towards physical education [12]. In a gymnastics class at a university, a student was too afraid of falling and getting injured while performing a bar exercise to ever try it. Initially, the teacher repeatedly encouraged the student to be bold, but this only intensified the student's fear. Later, with guidance from a professional psychological counselor, the teacher adopted a step-by-step approach, starting with simulated exercises on a safety mat to gradually reduce the student's fear, allowing the student to complete the move successfully.

The imbalance of this ability structure and the lack of situational coping make it difficult for physical education teachers to achieve ideal results in emotional education practice, and they cannot give full play to the advantages of physical education in emotional cultivation;

– *environmental support: the absence of coordination in the system ecology.* The development of emotional education in college sports is constrained by various environmental factors, resulting in a lack of systematic ecological coordination. In terms of evaluation

mechanisms, over 85 % of universities still primarily assess physical fitness and sports skills, neglecting the development of students' emotional literacy. This approach leads teachers to focus more on improving students' physical fitness and sports skills, while overlooking emotional education [13]. For instance, in one university's assessment of physical education teachers, 80 % of the total score is based on students' physical fitness test pass rates and sports competition awards, while the implementation of emotional education in the teaching process is almost entirely ignored. This results in teachers concentrating their efforts on enhancing students' athletic performance.

In terms of teacher development, survey data from the past three years shows that only about 25 % of physical education teachers have received specialized emotional education training, and over 70 % of teachers express an urgent need for such training. Furthermore, universities lack a comprehensive system for developing emotional education teachers, failing to provide sufficient learning resources, practical opportunities, and communication platforms, which hinders teachers' ability to enhance their emotional education skills [14]. Research at some universities reveals that while many institutions offer teacher training courses, the content related to emotional education is minimal, and the format is often monotonous, primarily in the form of lectures, lacking practical components and interactive exchanges.

At the same time, the sports culture in universities also impacts emotional education. Currently, some universities overemphasize physical fitness and competitive performance, neglecting students' emotional development and personality cultivation. This cultural environment is not conducive to emotional education. In some university sports meets, there is an excessive focus on competition results and medal rankings, with less attention paid to students' efforts during the competition and their teamwork spirit. As a result, students tend to focus solely on their scores, overlooking the emotional value embedded in sports activities.

The conducted analysis allows us to state that, despite the powerful theoretical and applied potential of emotional education within physical education, its implementation in university practice faces fundamental difficulties at the level of teacher training. There is a gap between the declared value of emotional and personal development and the teacher's real toolkit. EEL is not a natural product of sports or pedagogical training but requires purposeful formation through the integration of knowledge from related humanities. The identified cognitive-activity dissonance among the teaching staff serves as a direct indicator of a systemic problem in the organization of the pedagogical process and professional development. Overcoming this gap requires not sporadic trainings but a revision of the very foundations of pedagogical activity in sports, which involves moving from analyzing the current state to diagnosing deep-seated problems and searching for strategies for institutional change. The next logical step is to detail the structural and environmental barriers hindering the development of EEL and to design ways to eliminate them.

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