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**PSYCHOLOGICAL INNOVATION IN UNIVERSITY SPORTS:
A NEW PARADIGM FOR EMOTIONAL INTEGRATION EDUCATION**

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**ПСИХОЛОГИЧЕСКИЕ ИННОВАЦИИ В УНИВЕРСИТЕТСКОМ СПОРТЕ:
НОВАЯ ПАРАДИГМА ЭМОЦИОНАЛЬНОЙ ИНТЕГРАЦИИ В ОБРАЗОВАНИИ**

Аннотация: В русле философии целостного образования университетское физическое воспитание эволюционирует от простой физической тренировки к скоординированному подходу, направленному на совместное развитие тела и психики. Эмоционально-интегративное образование выступает ключевым решением для преодоления ограничений традиционной спортивной педагогики. Психологическая наука обеспечивает теоретико-методологическую основу для данной интеграции, предлагая научное обоснование и практические ориентиры, что позволяет эффективно решать такие проблемы, как когнитивные искажения и неопределённость внедрения. В данной статье определяются базовые концепции, анализируется образовательная ценность подхода, а также на основе теорий спортивной психологии конструируется операциональная парадигма практической реализации. Результаты исследования предлагают теоретические ориентиры и практические решения для повышения качества и эффективности университетского физического воспитания, а также для содействия развитию физического и психического здоровья студентов.

The reform of physical education in higher education institutions has been advancing in the new era. Merely enhancing physical fitness and imparting skills can no longer meet the comprehensive development needs of college students. Cultivating positive emotional qualities and shaping sound personalities have become crucial missions of physical education. Emotional integration education emphasizes organically incorporating emotional cultivation into the entire process of physical education teaching, achieving coordinated improvement of physical literacy and emotional literacy. This aligns closely with the core orientation of psychology, which focuses on “individual psychological development and optimized behavioral guidance”. Traditional integration of physical education and emotional education in universities often suffers from formalization and fragmentation, lacking scientific theories and innovative methods. Psychological innovation, through optimized application of theories and methods, has injected new momentum into the deep integration of these two fields. Based on this, this paper systematically explores its connotation, value, and practical paradigms, which hold significant practical implications for promoting the connotative development of physical education in higher education institutions and implementing the concept of “holistic education” [1].

The innovation-driven approach to psychological empowerment in university sports education, grounded in theories like sports psychology and educational psychology, integrates emotional cultivation throughout the entire teaching process. By innovating theoretical applications, teaching methodologies, and evaluation methods, this model achieves deep integration between sports instruction and emotional education, fostering the coordinated

development of students' physical fitness, skills, and emotional qualities. Its core essence encompasses three interconnected dimensions.

First, theoretical innovation: By deeply integrating core psychological theories like self-determination and emotion regulation with physical education practices, we reject the outdated notion of 'sports as mere physical training' and embrace the philosophy of 'holistic physical and mental development'. Second, pedagogical innovation: Moving beyond the simplistic 'sports + emotions' model, we incorporate psychological approaches to emotional guidance and motivation into every teaching phase, enabling students to cultivate emotional intelligence through sports activities. Third, value-oriented innovation: Centered on college students' holistic development, we address individual differences and emotional needs, overcoming the traditional formalism over substance dilemma in integration to highlight sports' educational value [2].

Psychological innovation can empower the emotional integration education of college sports, which has important value for the development of college students, the reform of physical education and the promotion of quality education, which is embodied in three aspects:

1. Promoting the Synergistic Development of Physical and Mental Health in College Students. College students are in a critical phase of emotional and personality development, making them susceptible to negative emotions caused by academic and interpersonal pressures. Through the application of emotion regulation theory, innovative psychological empowerment in emotional integration education utilizes the emotional release function of physical exercise to guide students in mastering simple yet effective emotional regulation methods, thereby alleviating negative emotions. Simultaneously, by integrating social learning theory, team-based sports activities cultivate students' teamwork spirit, empathy, and sense of responsibility, achieving dual improvements in both physical and mental well-being [3].

2. Promoting the Connotation Transformation of Physical Education in Colleges and Universities. Contemporary physical education in higher education institutions still grapples with the limitation of "emphasizing skills while neglecting emotional development". Psychological innovation provides crucial support for this transformation. By innovatively applying psychological theories and methodologies, we can redefine teaching objectives, optimize instructional content, and break away from the one-way indoctrination model to highlight students' central role. Meanwhile, personalized teaching innovations that accommodate individual differences and emotional needs not only enrich the educational significance of physical education but also enhance teaching effectiveness [4].

3. Implementing the "Holistic Development" Concept of Quality Education. The essence of quality education lies in fostering holistic human development. As a vital component, physical education fulfills the mission of nurturing both body and mind, as well as character. Powered by psychological innovation, the integration of emotional education achieves synergistic cultivation of "physical literacy and emotional literacy," aligning with the "holistic development" principle. By nurturing students' positive emotional qualities and well-rounded personalities, it provides a crucial foundation for implementing quality education [1].

Based on the actuality of physical education teaching in colleges and universities, relying on the relevant theories of sports psychology, aiming at the prominent problems in the integration, the practice paradigm of "concept guidance – content optimization – method innovation – evaluation guarantee" is constructed.

1. Concept Guidance: Establishing the Concept of Collaborative Education. Enhance the psychological literacy training for physical education teachers, popularize core psychological principles, improve their theoretical application capabilities, and eliminate cognitive biases. Simultaneously, clarify the goal of "equal emphasis on physical education and mental health cultivation", and incorporate emotional development into the teaching system, and achieve an organic integration of skill, physical fitness, and emotional objectives [2].

2. Content Optimization: Mining Emotional and Psychological Elements. Optimize teaching content by applying psychological principles: Integrate emotional experiences into

traditional sports programs – long-distance running cultivates perseverance, ball games enhance teamwork, and Tai Chi incorporates mindfulness training to alleviate emotions. Introduce emerging sports to strengthen resilience and team spirit. Add a mental health module to teach emotional management techniques [3].

3. Method Innovation: Constructing Interactive Teaching Mode. Breaking away from traditional teaching models through innovative psychological approaches: employing situational simulation techniques to guide students in emotional regulation by simulating scenarios such as competition failures; implementing personalized instruction by developing differentiated plans tailored to individual student characteristics; utilizing group collaboration methods to cultivate teamwork spirit and empathy through division of labor and cooperation, thereby enhancing students' sense of autonomy and competence [3].

4. Evaluation Guarantee: Establishing a Diversified Evaluation System. Refine the evaluation system by integrating psychological assessment methods: optimize evaluation metrics by balancing emotional indicators (e.g., emotional management, teamwork) with skill and physical fitness metrics; innovate evaluation approaches by combining process-oriented and outcome-based assessments with quantitative and qualitative evaluations; establish a feedback mechanism to create a virtuous cycle of “evaluation-feedback-optimization-improvement” [4].

Psychological innovation provides scientific support for the integration of emotional education in university physical education. Its core lies in achieving coordinated development of physical and mental cultivation through deep integration of psychology and physical education. By establishing collaborative concepts, optimizing content, innovating methods, and improving evaluations, it further strengthens the combination of psychological theories and physical education practices. This approach enhances teacher training, continuously innovates integration pathways, and fully leverages the empowering role of psychological innovation to improve the quality of physical education in universities, thereby providing robust support for the healthy development of college students' physical and mental well-being [5].

Literature

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