

Results and discussion. The Guanlan High School Taekwondo Team consists of three coaches, one head coach and two assistant coaches. They are generally seniors, all with a bachelor's degree or higher, with slight differences in academic qualifications. Among them, the coaches are over 40 years old, all national senior coaches and have been coaching for more than ten years. Even the young coaches have 3-5 years of coaching experience. All three coaches are representatives of professional sports teams and have extensive experience in competitions. They have earned national level I and II athlete certificates by participating in various competitions during their sports career. Such competitive experience is undoubtedly a valuable asset for young athletes.

In addition to natural skills and coaching experience, all coaches actively participate in training, study various professional and magazines to improve their qualifications. They also periodically organize scientific conferences to discuss coaching concepts, exchange training methods, modern popular techniques and tactics with the leaders of related schools. This is undoubtedly one of the important reasons why Guanlan Middle School Taekwondo Team continues to achieve outstanding results in various provincial, city and national competitions.

Conclusion. The findings could serve as a reference for other schools in Longhua New District and beyond, promoting the sustainable development of competitive Taekwondo. The research aligns with national sports policies aimed at improving the training system for reserve talents. For Schools: Provides actionable insights to refine training programs and better support student-athletes. For Coaches: Highlights effective coaching strategies and areas for professional development. For Policymakers: Offers evidence to inform policies on sports education and talent development in schools. For Athletes: Advocates for a balanced approach to academics and training, ensuring long-term career and educational opportunities.

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ANALYSIS OF THE INFLUENCE OF ORIENTEERING ON THE CONSTRUCTION OF PSYCHOLOGICAL STRENGTH OF COLLEGE STUDENTS

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In the context of growing concern about mental health problems in special educational institutions, psychological resilience has become a crucial psychological quality for college students to overcome developmental difficulties, which requires expanding the avenues for improvement. Psychological resilience is a complex ability of a person to maintain stable psychological functions, actively adapt and overcome difficulties under stressful conditions, including such basic elements as psychological stability, emotional regulation and willpower (Lin Chongde, 2018). Orienteering, characterized by three-dimensional tasks that integrate physical endurance, cognitive intelligence, and mental strength, provides an immersive practical platform for the development of psychological resilience in university students. Based on the theory of psychological resilience and the theory of self-determination, this study combines empirical research to analyze the mechanisms by which orientation affects students' stress resistance, emotional regulation, and the development of willpower in three dimensions: cognitive understanding, emotional experience, and behavioral practice. The article also offers optimization strategies and practical recommendations, containing theoretical references and implementation

guidelines for integrating physical education with mental health education in an academic environment [1].

According to the statistics «On the development of psychological health of college students in China for 2024», 34.2 % of students experience varying degrees of psychological stress, and the main problems are «insufficient stress resistance» and «difficulties in emotional regulation». Orienteering, conducted in an unfamiliar environment, requires participants to make independent decisions using maps and compasses in response to emergencies, which is closely related to the basic requirements for the development of psychological resilience. Existing studies show that college students who regularly engage in orienteering exhibit significantly higher scores on the psychological resilience scale (CD-RISC) compared to regular students (Zhang Yong et al., 2022), which provides empirical data for studying their correlation [2]. The purpose of this study is to examine and analyze aspects of college students' psychological resilience that affect their well-being and behavioral practices during their education.

Material and methods. Analysis and synthesis of scientific literature, pedagogical observation, survey.

Results and discussion. Analysis of the mechanisms of influence of orienteering on the psychological stability of college students.

Based on the studied scientific and literary sources, the theory of psychological stability is necessary: to build a cognitive-behavioral closed cycle of overcoming stress. Psychological resilience theory posits that stress tolerance is enhanced by the dynamic process of «complexity assessment - resource mobilization - strategy adjustment» (Richardson, 2002). In orienteering, stressors such as «route disorientation» and «exhaustion» encourage students to do a cognitive assessment first: view "lost" as a solvable task rather than an insurmountable obstacle [3]. Subsequently, students must use skills such as map recognition and environmental observation to adjust route planning strategies - a process essentially involving the activation and application of «stress coping resources». For example, during orienteering classes on campus, when faced with sudden situations where the «target point is not visible», students need to quickly move from «anxiety and frustration» to «analysis of the surrounding landmarks», gradually forming the conditional reflex «stress-assessment-resolution». A study by Li Juan et al (2023) confirmed that twice-weekly orientation college students were 28.6 % more likely to use «problem-based coping» strategies when faced with academic pressures, suggesting a significant increase in psychological resilience [4].

Based on the theory of self-determination: meeting psychological needs to strengthen the ability to emotional regulation. Self-determination theory states that meeting the needs for autonomy, competence, and belonging greatly enhances positive emotional experiences (Deci & Ryan, 2000). In orienteering, students exhibit independence in route selection (need for autonomy), achieve success by overcoming checkpoints (need for competence), and gain group support through teamwork in team competitions (need for belonging). This satisfaction activates the brain's reward system, increasing positive emotional reserves. Emotional fluctuations in the course of classes also provide practical opportunities for regulation: when students experience frustration due to «long duration», instructors recommend that they use techniques such as «breath regulation» and «internal dialogue» to calm the mind [5]. Such real-time emotional impact effectively improves awareness and emotion management. Studies show that college students who participated in 12-week orientation training had a 19.3% reduction in depression-anxiety-pressure (DASS-21) scores and a marked improvement in emotional stability (Wang Jian, 2021) [6].

Through behavioral reinforcement: the perseverance-breakthrough cycle in the formation of willpower. The development of willpower requires constant behavioral practice and self-overcoming (Juan Siting, 2015). The high demands of physical endurance in orienteering have students constantly pushing beyond their physiological and psychological limits. During long-distance orienteering competitions, when physical strength approaches the threshold, participants must overcome the urge to surrender by using techniques such as «setting small, phased goals» and «peer motivation». This «perseverance-completion-reinforcement» cycle gradually strengthens volitional stability and self-control [7]. For example, a member of the university ori-

enteering club said in an interview: «Starting with the fact that I did not give up after 3 kilometers, and ending with a 10-kilometer, I not only improved my physical form, but also became more focused during the preparation for entrance exams». In addition, the «route decision» aspect of orienteering requires students to weigh the pros and cons in a tight timeframe, which promotes decisiveness - a willpower quality of great importance in career choices, academic planning, and other life decisions. This dual approach effectively combines exercise with the development of psychological resilience.

Development of a system of training programs on the principle of «theory + practice + psychological support». The orienteering curriculum incorporates theories of psychological stability, including fundamental principles of psychological stability and emotional regulation. Hands-on activities include «Gradient Challenge» tasks, which gradually move from basic campus navigation to challenging wilderness orientation. Professional counseling psychologists provide individualized guidance after training, considering students' emotional experiences and stress management strategies.

Improving physical activity correction programs based on empirical research. Universities can collaborate with teams of sports science and psychology professionals to conduct collaborative research on the impact of psychological resilience orientation. Using psychological assessment and EEG monitoring tools, researchers can quantify the relationship between exercise frequency and duration, as well as increasing psychological resilience. This approach can lead to individualized treatment plans. For example, students who have difficulty with emotional regulation may receive more group orienteering training.

Creation of a system of guaranteed resources for «school-local cooperation». Collaborate with local sports departments and outdoor sports development bases to share professional faculty and venue resources; use a geo-information GIS system to develop diverse routes combined with themes of «red culture orientation» and «environmental protection orientation» to increase interest in sports while strengthening students' sense of social responsibility and belonging.

Conclusion. Orienteering increases the psychological resilience of college students through three dimensions: cognitive development, emotional well-being, and behavioral practice. By creating a stress management cycle, addressing psychological needs and anchoring practical skills, this type of activity serves as an effective way for universities to implement an initiative to «integrate sport and education» while strengthening mental health education. Further efforts should focus on deepening theoretical and empirical research, improving curricula and resource systems, thereby maximizing the value of orienteering in developing students' psychological resilience.

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