

THE ROLE OF PHYSICAL EDUCATION AT SCHOOL IN THE FORMATION OF PSYCHOLOGICAL RESILIENCE AND THE ABILITY TO REGULATE EMOTIONS IN ADOLESCENTS

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With increasing attention to mental health problems in adolescents, the development of their psychological resilience and emotional regulation has become an important educational goal. Physical activity at school provides a unique pathway for the development of psychological resilience (including goal orientation, emotional control, positive cognition, interpersonal assistance and other aspects) and emotional regulatory ability (encompassing emotional recognition, expression, management and application), offering controlled challenges, social support scenarios and experiences of physical and mental integration. Currently, physical activity at school is becoming more and more diverse in form, but there are still problems in combining them with the goals of psychological development of quality, such as lack of systematic structure of activities, lack of appropriate professional leadership skills of teachers and assessment systems that emphasize skills over psychological effects.

Adolescence is a critical stage in individual physical and mental development, facing numerous challenges such as academic performance, interpersonal relationships and self-identification [3]. Psychological resilience and the ability to regulate emotions are key qualities that enable adolescents to cope with problems and maintain mental health.

Through structured exercise, teamwork and competitive scenarios, physical education at school provides a natural field for adolescents to learn how to cope with pressure, manage emotions, build self-confidence and develop perseverance.

Material and methods. The materials of this study mainly include the study of scientific and methodological literature and monographs on sports psychology, physical education, and the psychology of adolescent development. The literature studied provides the basis for developing the connotation of psychological stability and emotional regulation, and the mechanism of influence of physical activity. In the study, we applied the following methods: analysis of scientific and methodological literature, pedagogical observation.

Results and their discussion. Based on the relevant theories of sports psychology and education, the mechanism of physical education in school is manifested in the following aspects [2]: 1. Providing controlled challenges and trials: the process of learning physical exercises, improving skills and competing naturally includes moderate challenges such as skill difficulties, physical limitations and competitive pressure. The process of overcoming these problems is a process that allows adolescents to practice the adaptation cycle of «stress-reaction-recovery» and increase resistance to frustration and perseverance (the basis of psychological stability). 2. Creating real scenarios of social interaction and support: Team sports and group exercises require cooperation, communication, trust and conflict resolution. In this process, adolescents learn to seek and provide social support (resistance to interpersonal help) and increase a sense of security and self-esteem in collective belonging, which helps to contain negative emotions and promotes the expression and exchange of positive emotions.

3. Promoting physical and mental integration and self-awareness: physical activity is directly related to physical feelings and emotional states. Through exercise, adolescents

can become more acutely aware of their own cues, such as tension, excitement and fatigue (emotional recognition), and learn to manage emotions through breathing adjustments, relaxation techniques and recovery from exercise (applying emotional regulation strategies), such as relieving anxiety through aerobic exercise. 4. Creating positive self-awareness and a sense of completion: mastering new skills, improving athletic performance, and achieving team goals can bring a significant sense of effectiveness and completion. This effort-based and controlled experience of success helps to develop a growth mindset and an optimistic explanatory style (positive cognitive resilience), to counteract helplessness and to increase confidence in emotional management.

Current status and characteristics of school physical activity: 1. Increasingly diverse forms of activity: In addition to the traditional sections on athletics, gymnastics, sports and outdoor games, other forms are used as physical, and mental value, such as sports training, outdoor activities, dances, include martial arts and yoga complexes in classes to meet the needs of students with different interests and provide opportunities for cultivating psychological qualities from different points of view. 2. Growing attention to the relevance of mental health: Teaching in physical education in some schools has tried to integrate learning to cope with frustration and other content, and some have clearly been used to relieve academic pressure and improve student emotions [3].

But there are still problems with integrating theory and practice. Although physical activity in school has potential psychological benefits, there are still challenges in systematically nurturing psychological resilience and emotional regulation ability: 1. lack of systematic activity and vague goals of psychological cultivation: the focus of many applied methods still considers skills training and physical training as the main or only goals, unable to consciously and structurally introduce elements of the development of psychological stability (such as the deliberate installation and guidance of reflective scenarios), which leads to a spontaneous and random state of their psychological educational functions. 2. Limitations in teachers' professional literacy in the subject «Physical Culture and Health»: Some teachers lack systematic knowledge and leadership skills in sports psychology and mental health education, making it difficult to effectively identify students' psychological states, provide focused guidance, or seamlessly integrate training in psychological skills (e.g., goal setting, self-help, and relaxation techniques) into learning. 3. Physical achievement-oriented assessment systems: Assessment of participation in the physical education process often focuses on skill levels, physical fitness test scores, and competition rankings, ignoring or failing to effectively assess their growth and changes in perseverance, emotional management, team spirit, and resistance to pressure, resulting in insufficient leadership. 4. Need to optimize resources and supportive environments: Some schools underestimate the results of competitions, thereby ignoring the participation process and personal progress, which can put additional pressure on some students and does not contribute to the formation of positive psychological experiences.

Optimization strategies. To promote and deepen the integration of physical activity in school and psychological education, the following strategies are proposed: 1. Deepen a comprehensive approach to physical education and psychological education, as well as develop characteristic sports modules or thematic projects to expand psychological opportunities; 2. To increase the level of professional development of teachers: to include the basics of sports psychology, psychological characteristics of adolescents and psychological counseling skills in the context of physical education in the preliminary training systems, as well as to improve their practical ability to «integrate physical education and psychological education». 3. establish a comprehensive assessment system:

implement process-oriented and performance-oriented assessment of physical education, focus on psychological and social indicators of students, such as level of effort, range of progress, emotional performance, team behavior and ways to solve problems, and adopt multidimensional assessment, such as observation records, self-reports and expert assessments. 4. Create emotional support: uphold the sporting values of «participation over victory or loss» and «progress is success» and reduce pressure from a single competitive orientation. To provide equal opportunities and time for physical activity for all students and create a safe, hopeful and inclusive sports atmosphere by making physical activity a growth space in which adolescents are willing to participate, dare to try and know how to reflect.

Conclusion. Physical activity at school is an indispensable and potentially effective way of fostering psychological stability and emotional regulation in adolescents [4]. Its theoretical value lies in providing an embodied and contextualized medium for the development of psychological qualities through physical practice and social interaction. Although the current practice is diverse in form, it still needs to be strengthened in terms of systematic goals, teacher professionalism, evaluation orientation and cultural support. By consciously integrating mental health education goals into physical activity design and training, improving the capacity for comprehensive teacher leadership, reforming assessment methods, and creating a positive sports culture. The unique effectiveness of school physical activity in promoting adolescent mental health and comprehensive personality development can be significantly improved, to make a significant contribution to the upbringing of a new generation of adolescents with good physical and mental health and social adaptation.

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