The Application of Integrating Psychological Regulation with Classroom Sports in English Teaching

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Abstract

The integration of sports and psychological regulation in English teaching can improve students' language skills as well as increase their interest and confidence in learning English. To investigate the implementation of classroom sports integration and psychological regulation in English language instruction. This study employed t-tests and other statistical techniques to analyse the self-efficacy data and academic performance data of students before and after the experiment. Data processing was conducted using SPSS 12.0 statistical software. A random sample of 200 freshmen majoring in English was selected from a specific university. The scale utilises a five-point scoring system, with 1 representing full compliance, 2 representing partial compliance, 3 representing minimal compliance, 4 representing partial non-compliance, and 5 representing full non-compliance. There is a positive correlation between scores and self-efficacy. In general, students with high physical self-efficacy demonstrate superior physical performance, whereas those with low physical self-efficacy exhibit poorer physical performance. The relationship is reciprocal. This suggests that having a strong belief in one's ability to succeed in physical education is associated with achieving positive learning outcomes in the subject. Additionally, achieving positive learning outcomes in physical education may also contribute to the development of a strong belief in one's ability to succeed in the subject. Incorporating psychological regulation into classroom sports has been found to be advantageous in enhancing students' technical skills and test scores, particularly among intermediate and disadvantaged students.

Keywords: Psychological Adjustment; Classroom Movement; English Teaching; Efficacy.

Introduction

The comprehensive implementation of basic education curriculum reform represents a significant transformation in the realm of education in contemporary times. We are actively engaged in educational reform, continuously acquiring knowledge, and striving to comprehend the principles and ideas of the new curriculum standards. We aim to effectively incorporate these principles into our teaching methods, thereby making a valuable contribution to the advancement of basic education reform. The author commenced their career in English education at secondary schools in 1985. He had the opportunity to attend numerous educational, teaching, and textbook seminars at various administrative levels during the initial stages of implementing the new curriculum. During this period, the author engaged in attentive observation and active listening while also dedicating considerable time to introspection (Ruiz, 2021).

A curriculum expert once proposed that curriculum consists of four integrated factors: teachers, students, textbooks, and the environment. Effective communication between teachers and students is integral to the success of a classroom, as it is a unique form of human interaction. Teachers should recognise the significance of comprehending, embracing, empathising with, and equitably addressing students. The issue of "psychological coordination" between teachers and students is crucial, encompassing teaching methods as well as the transmission of concepts and ideas. This opportunity allows for the organisation and documentation of efforts made to establish psychological coordination between teachers and students in classroom teaching (Ginting & Fithriani, 2021).

"Expectation regulation involves teachers utilizing expectation effect values to govern students' learning behaviour. Teacher expectations are formed based on their perception of individual students, influencing their development, and potentially resulting in a self-fulfilling prophecy effect. Varying expectations are set for students, considering their unique personality traits, prior academic achievements, and available performance data. Furthermore, the approach towards students is adjusted based on these expectations and ongoing observations." Utilise diverse communication channels and strategies to impart positive messages to students, including affirmations of their abilities and prospects for future success. When a student is given a hint, it can be interpreted as a form of the teacher's attentiveness towards the student. Currently, there exists a potential incentive

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effect that can motivate individuals to increase their efforts to attain the desired outcomes. Empirical evidence suggests that setting attainable expectations is positively correlated with educational achievements. Students tend to progress in accordance with the level of expectations set for them (Chesnais, Cabagno, & Verret, 2023). Integrating physical activities into the classroom environment can help students manage stress and anxiety, leading to improved engagement in English learning. Furthermore, engaging in suitable physical activity can facilitate improved blood circulation, leading to enhanced cerebral blood flow. Consequently, this can contribute to the enhancement of memory and learning outcomes. According to a study, integrating classroom sports with psychological regulation in English teaching leads to an 11.25% improvement in students' English learning performance compared to a traditional teaching group.

In the teaching profession, non-intellectual factors, such as personal charisma, including appropriate appearance, humorous language, smooth expression, full spirit, and rich body language, often have a greater impact on teaching practice compared to other intellectual factors. These factors can attract and influence students, foster psychological coordination between teachers and students, and lead to more effective outcomes. Students' emotional attitudes toward the teacher who is teaching the course frequently have an impact on their emotional tendencies toward that course. Therefore, the statement "I like my English teacher; I like his classes" is primarily driven by emotions. It is important to cultivate affection for one's family and to develop an appreciation for the academic disciplines taught by an individual. Developing a positive emotional connection with one's teacher and exhibiting a genuine interest in the subjects they teach can foster a receptive attitude towards their instruction, leading to a willingness to apply the knowledge acquired. The emotional attachment that students develop towards their teachers typically evolves over time "From proximity to closeness, from closeness to resonance, from resonance to trust (Calear et al., 2021)."

During regular times, there is a focus on actively approaching students to minimize the sense of estrangement, enhance mutual recognition, and influence their ideological and emotional tendencies through affectionate words and actions, as well as practical and intelligent teaching. In the classroom, emotional factors are effectively utilized to prevent emotional contagion, and emotions are cultivated to create a harmonious and coordinated atmosphere. This involves moving and infecting students with emotions, stimulating their emotional responses, and fostering an environment where teachers and students feel in sync, thereby expediting the progress of bilateral activities. Makarenko once said, "I never let myself have a sad expression, a gloomy face, or even unpleasant things. When I get sick, I don't show it in front of children.". "Teaching is valued for deep affection, and teaching is valued for attacking the heart" is the motto for establishing a harmonious psychological relationship between teachers and students in the new era. The integration of classroom sports and psychological regulation involves combining sports and psychological techniques in classroom teaching to enhance students' learning effectiveness and alleviate their pressure and anxiety.

In conclusion, the incorporation of physical activities and psychological strategies in English instruction has evident impacts, including enhanced academic achievement, increased motivation to learn, improved self-confidence, and enhanced overall well-being.

Literature Review

Integrating classroom exercise with psychological regulation is an instructional approach that seeks to enhance students' learning by combining physical activity with strategies for psychological self-regulation. This teaching approach seamlessly incorporates physical activities and emotional adjustment into English instruction, aiming to enhance students' engagement in English learning, self-efficacy, and academic performance. Additionally, it contributes to the improvement of students' mental well-being. Currently, there is growing interest in and implementation of incorporating sports and psychological regulation into English teaching. The following are current situations: Teachers are incorporating sports and psychological regulation techniques in English classrooms to enhance student learning. For instance, employing group competitions, dancing, and singing activities, and incorporating mindfulness and emotional regulation techniques. An increasing number of studies are investigating the effects and underlying mechanisms of incorporating physical activities into English language instruction to promote psychological regulation. Several studies have demonstrated the positive effects of implementing this instructional approach on students' academic achievement, motivation to learn, and psychological well-being.

Some regions have started to prioritise the incorporation of classroom sports and psychological regulation in English teaching as part of their education policies. Some Chinese provincial education bureaus have mandated the inclusion of classroom sports and psychological regulation

in English teaching. There is a growing availability of educational resources and textbooks that offer increased support and guidance for teachers. Educational software and online courses have been developed to support English language learning by incorporating exercises and psychological regulation techniques. Chunping and Xin (2014) argue that emotional teaching plays a significant role in language instruction. Teachers should effectively leverage students' emotions in teaching activities to enhance their interest and motivation and ultimately their English proficiency. The teaching concept of the happy learning method is proposed in college English classroom teaching, based on teaching practice. The implementation measures of the happy learning method include promoting group cooperative learning among students, fostering positive emotional communication between teachers and students, and encouraging students to engage in exploratory discussions to correct each other's mistakes, etc (Chunping & Xin, 2014).

Research Objects and Methods

This study assesses the academic self-efficacy of 200 randomly selected freshmen from four English major classes at a university using the Academic Self-Efficacy Scale developed by Central China Normal University. The scale categorises academic self-efficacy into two components: learning ability self-efficacy and learning behaviour self-efficacy. Learning ability self-efficacy pertains to individuals' assessment and assurance regarding their capacity to effectively complete their studies, attain favourable outcomes, and evade academic underachievement. Self-efficacy refers to students' self-perception and assessment of their own learning abilities and knowledge levels. It is a significant factor that influences students' learning behaviour and academic achievements. Assessing students' self-efficacy in learning enables a deeper understanding of their self-awareness and attitude towards learning. This information can be valuable for teachers in developing more effective teaching strategies and fostering students' academic progress. Self-efficacy in learning behaviour pertains to individuals' competence and assurance in successfully accomplishing their learning tasks. Self-efficacy primarily pertains to students' confidence and self-assurance in their learning behaviour, encompassing their self-assessment of the time, effort, and skills needed to accomplish learning tasks. Assessing students' self-efficacy in learning behaviour enables a deeper understanding of their motivation and behaviour, thereby assisting teachers in developing effective teaching strategies and enhancing students' learning outcomes.

Research Methods

(1) Literature Method

The author conducted a literature review on the theory of self-efficacy and the integration of psychological regulation in classroom sports. They gathered data and information from various sources, including academic papers and online resources.

(2) Expert Interview Method

This study aims to investigate the factors influencing college students' self-efficacy in physical education teaching. To achieve this, experts and scholars in psychology, sports psychology, and school physical education will be interviewed. Their insights will be sought regarding the content, methods, and evaluation standards of experimental teaching. Additionally, their opinions on the study's content will be considered.

(3) Questionnaire Survey Method

The self-efficacy scale utilised the Academic Self-Efficacy Scale developed by Central China Normal University. Prior to constructing the self-efficacy questionnaire, it is imperative to ascertain the intended objectives and the specific components that will be included in the questionnaire. For instance, the questionnaire may be designed to assess students' self-efficacy in learning or self-efficacy in various other domains. The questionnaire's content should align with its intended purpose. Assessing students' self-efficacy in learning involves evaluating two components: learning ability and learning behaviour.

(4) Data Statistics Method

The data collected on the self-efficacy and academic performance of students before and after the experiment were analysed using t-tests and other statistical methods. Data processing was conducted using SPSS 12.0 statistical software (Luo et al., 2022). When collecting self-efficacy data, it is important to consider the following details: Sample determination is the process of selecting a subset of individuals or objects from a larger population for the purpose of conducting a study or analysis. Determining the quantity and attributes of participants. To investigate the learning self-efficacy of college students, a random sample of university students can be selected for research purposes. Assessment tool selection: Choose appropriate tools for assessing self-efficacy, such as the Huazhong Normal University Academic Self-Efficacy Scale. Identify the evaluation method. The evaluation process can utilise diverse methods, including questionnaire surveys, observations, interviews, and others. Questionnaires can be employed to gather quantitative data on students'

learning self-efficacy. Develop a questionnaire. Design a suitable questionnaire based on the evaluation tool's characteristics and the research questions. To investigate learning self-efficacy, one can create tasks that assess both learning ability and learning behaviour.

Research Object

A total of 200 freshmen from a certain university majoring in English were randomly selected.

Experimental Design

(1) Experimental Tools

The scale used in this study is derived from the "Academic Self-Efficacy Scale" developed by Central China Normal University. Learning ability Self-efficacy pertains to an individual's perception and assurance regarding their capability to effectively complete their studies, attain favourable outcomes, and evade academic underachievement. Self-efficacy refers to students' self-perception and assessment of their own learning abilities and knowledge levels. It is a significant factor that influences students' learning behaviour and academic achievements. Assessing students' self-efficacy in learning enables a deeper understanding of their self-awareness and attitude towards learning. This information can be used by teachers to enhance teaching strategies and facilitate students' academic progress. Academic self-efficacy comprises two components: learning ability self-efficacy and learning behaviour self-efficacy. Learning ability self-efficacy pertains to an individual's perception and assurance regarding their capacity to effectively complete their studies, attain favourable outcomes, and prevent academic setbacks. Learning behavioural efficacy refers to an individual's assessment of their ability and confidence in utilising specific learning strategies to attain desired learning outcomes. The subscales consist of 11 items each, and their reliability is assessed through internal consistency measurements. Reliability refers to the degree to which a measure or assessment consistently produces the same results when administered multiple times. The Cronbach's coefficient and retest reliability are two measures commonly used in assessing the reliability of a measurement instrument, $a = K(1 - \sum S_i^2/S^2)/(K - 1)$, K represents the number of items in the test, S denotes the standard deviation of the entire test, 2 represents the variance of the ith item, fl, and S2 represents the variance of the total score. The coefficient an in the summary table is 0.902. The retest reliability coefficient was 0.813. This scale demonstrates high reliability. The scale has high content validity as it consists of 10 questions that are based on standardised dimensions. The scale utilises a five-point scoring system, with 1 representing full compliance, 2 representing partial compliance, 3 representing minimal compliance, 4

representing partial non-compliance, and 5 representing full non-compliance. There is a positive correlation between higher scores and increased levels of self-efficacy, and conversely, a negative correlation between lower scores and decreased levels of self-efficacy.

(2) Experimental Control

A. Experimental Form

(1) Goal stratification categorises teaching objectives into three levels: unit objectives, stage objectives, and class hour objectives, considering students' individual characteristics and learning capabilities. Layering goals can be beneficial for positioning, guiding, and motivating students. By establishing different standards for students at various levels of goals, each level of goals can be equally hierarchical. This hierarchical structure facilitates teachers in classifying and guiding students, as well as supporting students in their overall improvement.

(2) The dynamic grouping strategy encompasses three types of groups: "homogeneous cooperation group," "heterogeneous mutual assistance group," and "free combination group." These groups are selected based on the specific objectives of different stages and the teaching process. Irregular restructuring is implemented to facilitate multi-directional free interaction and cooperation among teachers and students. This enables students to engage in communication at various levels, receive timely feedback, and experience a sense of autonomy in their learning process. In the teaching of volleyball's cushion technique, students can be divided into groups based on their skill levels. This facilitates the observation of movements by less skilled students, who can learn from those with better skills. It also boosts the confidence of highly skilled students. Positive verbal persuasion among students promotes a conducive learning environment, enabling students to engage in skill development and practice with a positive mindset (Alhassan & Osei, 2020).

(3) Individualization of guidance: To classify guidance based on students' situations, it is necessary to comprehensively understand and analyse the characteristics of the entire class, as well as the individual differences and personality traits of each student. This classification enables teachers to guide students effectively by addressing their specific needs. Additionally, teachers facilitate the acquisition of fundamental sports knowledge, skills, and techniques through their guidance. The teacher's explanation should aim to be concise and innovative, covering essential knowledge, key points, and challenges. Additionally, different chapters and units should be supplemented based on their respective

development trends. Encourage students to engage in problem-solving, foster their innovative thinking, and facilitate the development of their analytical skills. Simultaneously, students must attentively listen to and comprehend the teacher's explanations. The teacher's instruction and demonstration necessitate the completion of several practical simulations of fundamental techniques. This approach enables students to develop a profound understanding of concepts, techniques, and skills, establishing a solid groundwork for subsequent practical application. The relationship between guidance and participation reflects the subjective nature of students, fostering a desire for knowledge and cultivating a positive emotional state towards learning. Ultimately, this leads to the formation of individualised guidance, which plays a crucial role in an individual's success or failure experiences.

B. Experimental Principles

(1) Principle of Comprehensive Development of Personality

Teaching is primarily focused on the holistic development of every student's personality. The Marxist theory of comprehensive human development encompasses the fundamental requirement and existential value of education. Comprehensiveness can be understood in two ways: The educational approach aims to cater to the needs of all students, but this inclusiveness may hinder equal development as it does not treat students as identical entities. Instead, it recognises the individual characteristics and circumstances of each student, enabling them to develop in their own unique way. This approach ensures that all students have the opportunity to grow, and that education addresses the needs of every student; The second is the holistic development of an individual's personality serves as the fundamental basis for overall development. Comprehensive development refers to a form of development that encompasses various aspects rather than being an average or standard development across all dimensions. Personality development aims to optimise the growth of students by considering their unique psychological, physiological, and social environmental variations. Individual development promotes comprehensive development (Chung et al., 2022).

(2) Principle of Teaching Students According to Their Aptitude

The principle of teaching students according to their aptitude emphasises the importance of considering individual differences among students and implementing targeted educational strategies to enhance their strengths and address their weaknesses. This approach aims to optimise learning outcomes and minimise any potential setbacks. This principle aligns with China's socialist construction needs for fostering talent and acknowledges the importance of accommodating individual differences in students' physical and mental development. To facilitate the advancement of students at varying proficiency levels, it is imperative to provide guidance and instruction tailored to their individual circumstances and abilities. The term "potential" in this context pertains to the intellectual and non-intellectual aspects of students. It cannot be universally applied to all students or used to address problems in teaching using a single model.

It is crucial to address teaching challenges by adapting strategies to individual circumstances and addressing specific issues accordingly. It is crucial to accurately comprehend the concept of "material" in relation to all students. Teachers should not solely prioritise a select group of high-achieving students while neglecting those who struggle academically, as this approach can hinder the overall fulfilment of teaching objectives. To effectively implement the principle of tailoring education to students' abilities, it is crucial to manage the balance between collective instruction and individualised teaching, as well as between standardised expectations and the recognition of individuality. This entails ensuring that individual needs are addressed within a standardised framework while also catering to the needs of minority students within the context of the majority. By doing so, all students can make progress and enhance their existing skills.

(3) The Principle of Respecting Differences

There are objective differences among students. This distinction is evident in several aspects, including physiological differences such as height, weight, speed, and endurance, as well as psychological differences such as personality, temperament, ability, interest, emotion, and willpower. In the context of teaching, variations in students' characteristics and manifestations are evident, with each student displaying their own distinctiveness. Therefore, there will be variations in students' efforts, reaction speed, and understanding of teaching content throughout the teaching process. Respecting students' differences entails teachers acknowledging and valuing the unique characteristics of their students. This involves implementing tailored strategies throughout the teaching process, at every stage, to foster the individual growth and engagement of each student. Student differences manifest not only during the preparation and conclusion stages of teaching but also throughout all aspects and the entirety of the teaching process. Teaching facilitates the holistic development of students by tailoring goals, requirements, and teaching methods to accommodate their unique characteristics and needs. This approach considers individual differences among students, enabling active

engagement in learning and fostering their individual growth (Luo et al., 2022).

(4) Principle of Pertinence

In group teaching, students assume the roles of instructors and practitioners. The instructor will promptly identify and address any errors or deficiencies that the practitioner may have encountered during the practice. This approach's timeliness accelerates feedback and deliberately avoids the teacher's general summary.

(5) Incentive Principle

Encouragement is the act of stimulating individuals' motivation, prompting their actions, and enabling them to tap into their innate potential. Psychological experiments have demonstrated a positive correlation between an individual's motivation level and their work performance, assuming a constant level of work ability. Similar to this, in the context of school education, the effectiveness of

external motivation has a significant impact on the quality and performance of students in various areas.

Results

The Impact of Classroom Sports Integration and Psychological Regulation on Test Scores

The improvement range was calculated based on the average test scores of each group. Figure 1 illustrates the improvement ranges for the experimental and control groups. The improvement range for the experimental group's freshman students is 14.25, while for the sophomore students it is 15. The improvement range for the experimental group's sophomore students is slightly higher than that of the freshman students. However, the improvement range for the control group's freshman and sophomore students.
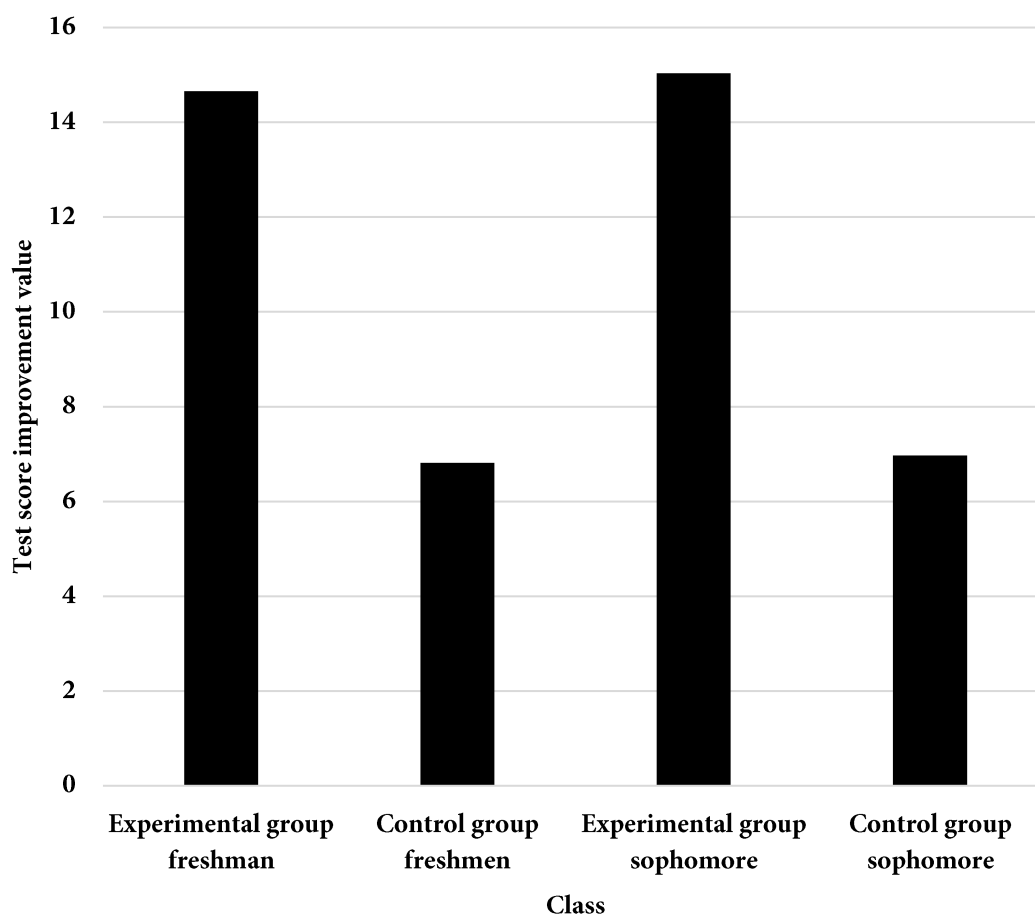

Figure 1. The Improvement in Test Performance in the Two Groups After the Experiment.

To examine the effects of integrating sports into the classroom on students at various levels, the students were categorised based on their technical evaluation scores prior to the experiment: Those with technical evaluation scores>x+0.52s were excellent students, and those with

technical evaluation scores<x+0.52s were poor students, the rest are intermediate students, compare the percentage improvement of the experimental group and the control group before and after being excellent, medium, and poor, the comparison results are shown in Tables 1 and 2.

Table 1

Percentage Improvement Rate of Technical Evaluation Results Before and After Teaching in the Experimental Group

Test Items	Student Category	Number of People	Pre-Experiment Results	Results After the Experiment	Growth Value	Increase The Percentage%
Under pass	Ample	18	2.028	3.023	0.995	49.04
	Middle	60	1.426	2.626	1.199	84.11
	Dissimilarity	23	1.100	2.000	0.9	90
Pass	Ample	12	2.167	3.240	1.073	49.53
	Middle	60	1.494	2.650	1.156	77.37
	Dissimilarity	27	1.000	1.987	0.987	98.7
Serve a ball	Ample	16	2.250	3.316	1.066	43.37
	Middle	53	1.500	2.732	1.233	82.17
	Dissimilarity	30	1.158	2.264	1.562	96

Table 2

Percentage Improvement Rate of Technical Evaluation Performance Before and After Teaching in the Control Group

Test Items	Student Category	Number of People	Pre-Experiment Results	Results After the Experiment	Growth Value	Increase The Percentage%
Under pass	Ample	18	2.127	2.584	0.457	21.49
	Middle	59	1.395	2.097	0.702	50.34
	Dissimilarity	24	1.316	1.946	0.630	47.87
Pass	Ample	16	2.244	2.839	0.595	26.51
	Middle	61	1.273	2.029	0.756	59.38
	Dissimilarity	24	1.000	1.623	0.632	63.2
Serve a ball	Ample	14	2.154	2.977	0.823	38.20
	Middle	61	1.589	2.322	0.733	46.12
	Dissimilarity	26	1.127	1.879	0.752	66.72

The results from Tables 1 and 2 indicate that the technical evaluation scores of both student groups exhibited varying degrees of improvement following the experiment. The performance improvement values of middle and poor students are higher compared to top students. Additionally, the experimental group's students show significantly higher increase values and percentages of improvement in performance compared to the control group. Moreover, middle, and poor students exhibit higher percentages of improvement in performance compared to top students. These findings suggest that integrating psychological regulation into classroom sports has a positive teaching effect on enhancing students' technical level, particularly for middle- and low-income students: The study found a significant difference ($P<0.05$) in test scores between the experimental and control groups, indicating that the experimental group performed better. Self-efficacy primarily pertains to students' confidence and self-assurance in their learning behaviour, encompassing their self-assessment of the time, effort, and skills needed to accomplish learning tasks. Assessing students' self-efficacy in learning behaviour enables a deeper comprehension of their learning motivation and behaviour. This information can assist teachers in developing effective teaching strategies and enhancing students' learning outcomes. The analysis is conducted for the following reasons.

(1) Pre-experiment assessments, including technical tests and situational questionnaires, offer teachers valuable insights into students' backgrounds and abilities. The findings of the survey conducted among 200 students across four classes indicate that 51% of the students expressed a high level of interest in learning volleyball, while 31.67% reported an average level of interest, and 17.33% stated that they were not interested. In terms of confidence in learning volleyball, 29.17% of the students expressed a high level of confidence, 45.83% reported an average level of confidence, and 25% expressed no confidence; Ninety-six students in the ball-holding class had no prior exposure to volleyball. The technical test identifies 20 students with comprehensive skills who form the core of the volleyball class. In an Andan group, 20 students with technical foundations are mixed with students lacking such foundations to create a diverse group aimed at motivating those with learning difficulties. The teacher can easily guide and standardise the actions of 20 students with strong technical skills, while the focus of tutoring is directed towards students who lack a foundation or have a weak foundation.

Additionally, students who exhibit average levels of interest and confidence in learning to hold the ball, as indicated in the questionnaire, are also the target of teacher encouragement. It

is important for teachers to promptly acknowledge the progress made by students. While there are numerous connections between volleyball techniques, individual students may have their own preferences when it comes to learning different techniques. In certain cases, students who lack proficiency in ball-related activities can still excel at serving. In such instances, it is beneficial to foster their self-confidence by emphasising their strengths and minimising their weaknesses. One effective approach is to showcase their exceptional projects to the entire class, thereby enhancing their sense of accomplishment and self-assurance. This strategy has proven particularly advantageous for students from disadvantaged backgrounds, leading to significant improvements in their academic performance and motor abilities.

(2) A key aspect of incorporating movement into the classroom and promoting psychological regulation is the provision of comprehensive feedback to both teachers and students. This feedback serves the purpose of promptly addressing errors in the teaching process and offering specific supplementary materials to rectify these errors. Feedback is obtained through evaluation, specifically in the teaching process, primarily focusing on the learning of technical actions. Teachers offer prompt feedback while assessing students' expressions and attitudes towards practice to meet teaching standards. Revise the teaching process by evaluating the extent to which the teaching objectives of each class have been met, assessing the appropriateness of the teaching progress and direction in relation to the abilities and interests of the students, and considering other relevant factors. The second type of evaluation is a unit-based evaluation.

This involves creating evaluation items for each unit's achievement goals and using a test format without scores to assess students' mastery or lack thereof in meeting the mastery criteria. It is essential to analyse the causes and implement appropriate "feedback correction" measures in remedial teaching for students who do not meet the mastery standards. Students who have achieved mastery in the evaluation serve as teacher assistants, offering individualised guidance to students who have not yet met the mastery standard: Develop a study group of 4-5 people, ensure that 2 students in each group have reached the

mastery standard, and conduct error correction and technology improvement within the group, the teacher focuses on providing guidance to poor students. It should be noted that for errors that occur to most students, teachers should consider whether there are errors in their teaching methods to ensure the smooth progress of teaching (Wullenkord & Hamann, 2021).

(3) "In the early stages of the formation of motor skills, the use of internal language and cues plays an important regulatory role." Consciousness governs various types of movements, and when its control diminishes, errors occur, and movements cease. "Skill learners themselves are difficult to perceive their own movements, and they need to rely on obvious external cues to adjust themselves, such as guidance from teachers, mirror feedback, and visual feedback from learners." The incorporation of classroom sports and psychological regulation in volleyball classes facilitates students' acquisition of a strong and precise short-term memory of volleyball techniques and theory during the initial stages of skill development. This is achieved through extensive repetition of actions and visual feedback provided by teachers and classmates, which plays a crucial role in mastering ball-holding skills. Regular assessment and feedback from teachers and groups, along with group questioning, enhance students' proficiency in ball-holding skills until they achieve automaticity in motor skills. This, in turn, leads to improvements in students' motor skills, skill levels, and test scores.

The Impact of Classroom Sports Integration and Psychological Regulation on The Self-Efficacy of Two Groups of Excellent, Medium, and Poor Students

To investigate the effects of integrating sports into the classroom and psychological regulation on students' self-efficacy, participants were categorised as top students if their self-efficacy scores were 40 or higher and as middle students if their scores fell between 35 and 39. Students scoring between 10 and 30 on self-efficacy assessments are classified as poor students. The study compared the pre- and post-experiment differences between the experimental and control groups. The findings were analysed and presented in Table 3 and Table 4.

Table 3

Comparison of Temporal Differences in Self-efficacy Among Excellent, Middle, and Poor Students in the Experimental Groups

Grade	Student Category	Number of People	Before The Experiment		After The Experiment		t	p
			M	SD	M	SD		
First grade	Ample	5	41.5	7.22	44.3	5.69	0.61	>0.05
	Middle	33	35.7	4.71	41.6	5.87	4.43	<0.05
	Dissimilarity	13	29.3	4.35	35.4	5.52	3.01	<0.05
Second grade	Ample	8	42.2	4.33	45.6	7.88	1.37	>0.05
	Middle	32	36.3	4.83	40.5	6.48	2.89	<0.05
	Dissimilarity	10	28.1	2.49	34.4	5.51	3.13	<0.05

The results from Tables 3 and 4 indicate that the average self-efficacy of excellent first- and second-grade students in the experimental group increased after the experiment. However, the difference in self-efficacy before and after the experiment was not statistically significant (P > 0.05). On the other hand, there was a significant difference in self-efficacy between middle and poor students (P<0.05), with the average self-efficacy of poor students showing a particularly higher increase. No significant difference was found in the self-efficacy of excellent and middle school students in the control group before and after the experiment (P > 0.05). However, a significant difference was observed in the self-efficacy of poor students before and after the experiment (P<0.05). Classroom sports integration psychological regulation significantly improves the self-efficacy of middle and poor students, while the self-efficacy of excellent students is improved to a lesser extent compared to middle and poor students.

Table 4

Comparison of Temporal Differences in Self-efficacy Among Excellent, Middle, and Poor Students in the Control Group

Grade	Student Category	Number of People	Before The Experiment		After The Experiment		t	p
			M	SD	M	SD		
First grade	Ample	4	40.8	5.23	41.3	5.73	0.11	>0.05
	Middle	29	35.5	6.09	7.4	5.54	1.21	>0.05
	Dissimilarity	15	28.3	4.25	32.1	2.62	2.85	<0.05
Second grade	Ample	8	40.9	3.07	41.5	6.9	0.21	>0.05
	Middle	32	34.2	3.75	35.6	6.61	1.05	>0.05
	Dissimilarity	11	28.7	6.61	34.2	387	2.23	<0.05

The study findings suggest a strong association between college students' physical self-efficacy and their psychological regulation of integrating sports in the classroom. This suggests a strong correlation between college students' self-efficacy and their performance in physical education. In general, students with high physical self-efficacy tend to exhibit superior physical performance, whereas students with low physical self-efficacy tend to demonstrate poorer physical performance, and vice versa. This suggests that a strong belief in one's ability to succeed in physical education is associated with positive learning outcomes in the subject. Similarly, achieving good results in physical education may also enhance one's belief in their own abilities in this area.

Discussion

Specific Analysis of the Formation of Self-efficacy

(1) Experiences of success or failure in one's own behaviour: The impact of students' learning experiences on their self-efficacy is significant. Successful learning experiences can enhance their self-efficacy, while repeated failures can diminish it. Consistent achievement fosters a robust perception of self-efficacy. This sense of efficacy remains unaffected by temporary frustration and can be applied to comparable circumstances.

(2) Alternative experience: A significant portion of human self-efficacy stems from the process of observing others. Observing a peer who is at a similar skill level successfully completing a challenging task can lead students to believe that they can accomplish the same task, thereby increasing their self-efficacy. Observing individuals with comparable capabilities experiencing setbacks and perceiving a lack of prospects for achievement, thereby diminishing their self-efficacy.

(3) Verbal persuasion: Verbal cues from others can influence one's belief in their ability to perform a task they have not previously accomplished. Alter students' self-efficacy beliefs by utilising techniques such as persuasion, advice, explanation, and self-guidance. If verbal persuasion is not connected to students' personal experiences, its impact on self-efficacy is diminished.

(4) Psychological state: Prolonged anxiety in students can lead to feelings of incompetence and a decrease in self-efficacy, as fatigue and worry impact their ability to effectively engage in learning tasks.

(5) Environmental information: The environmental cues that convey information about students' personal skills have the potential to influence the law of self-efficacy.

Integrating Psychological Regulation into Classroom Sports Creates Sufficient Conditions for Improving Students' Sense of Physical Self-efficacy

(1) Explain to students the crucial significance of sports self-efficacy in acquiring sports skills and assist students in comprehending and surmounting the adverse impacts of sports cognitions and emotions. It is important for students to understand that if they have a belief that they are incapable of learning sports effectively, they will experience fatigue, nervousness, and anxiety during the learning process. This may also lead to a lack of motivation to learn sports, ultimately impeding their ability to

effectively learn sports; In contrast, individuals who possess a belief in their ability to acquire sports skills tend to experience enthusiasm and motivation to exert effort. They also demonstrate the courage to overcome challenges encountered during the learning process, thereby striving for favourable outcomes in physical education. Consequently, this proactive approach fosters their engagement in sports learning. Promoting students' comprehension of sports self-efficacy and fostering positive thinking during sports education can enhance their self-perception and evaluation, ultimately enhancing their sports self-efficacy.

(2) Let students experience more success; Attitude refers to the psychological inclination of students towards various aspects, influencing their mental readiness for engaging in activities. It significantly influences their memory, judgement, thinking, and decision-making during these activities. Individuals with high self-efficacy possess confidence and are willing to confront challenging situations, firmly believing in their ability to overcome obstacles through personal efforts. Consequently, they are motivated to pursue their objectives. Conversely, individuals with low self-efficacy harbour doubts about their capabilities, tend to avoid difficulties, and lack self-assurance. It is crucial to offer suitable role models to students to foster positive attitudes. Assist students in setting suitable learning objectives, facilitate the development of physical education learning plans, and encourage students to observe and document their progress in physical education, fostering a positive classroom environment. Students can more clearly understand their progress in physical education, identify and assess the relationship between their learning behaviour and learning outcomes, and feel a significant increase in their sense of self-efficacy through these exercises (Bolt, Heath, & Moss, 2022).

(3) Effective educational strategies should be implemented to assist college students in overcoming the negative elements impeding their physical education learning, as per their developmental and cognitive development features. High-self-efficacy individuals have low levels of stress, anxiety, and fear, are emotionally secure in their activities, and are highly efficient in joyful pursuits. People with low self-efficacy, on the other hand, are tense, anxious, and afraid; they emphasise more on their own incapacity and learning challenges, which makes them feel defeated and imprisoned in distress; they have a strong desire to act but also a strong desire to stop; and they are preoccupied with many worries about what needs to be done. In contrast, students tend to avoid activities that they believe to be incompetent, and their persistence in

behaviour is also poor. People with a high sense of self-efficacy often choose challenging tasks; the stronger a person's sense of self-efficacy in a certain area, the greater the likelihood of success, and he will strive to engage in such activities for a long time. These characteristics of college students' emotional development cultivate their positive emotional experience in sports learning. Assist pupils in conquering their apprehension towards sports education; foster amicable and collaborative connections among classmates.

Conclusion

It has been demonstrated via experience that integrating sports and psychological control into physical education classes at regular institutions produces better results than traditional teaching methods. When classroom sports are combined with psychological management in the classroom, students, especially middle- and low-income students, can increase both their technical proficiency and test results. Furthermore, by including psychological control into classroom activities, teachers can help students become more adept at correcting and mastering their motions, which will increase learning effectiveness. Simultaneously, this mode of instruction also contributes to raising students' levels of self-efficacy; this effect is particularly notable for middle-class and low-income pupils. When comparing kids in the same grade to those in other grades, there is no discernible gender difference in self-efficacy. Furthermore, the integration of classroom movement and psychological regulation, particularly formative evaluation, offers a strong guarantee for both teachers' instruction and students' learning mastery. Formative evaluation allows for the timely identification of issues during the teaching process, the implementation of targeted feedback and corrective measures, and the prevention of students' learning errors from building up.

To help instructors raise their game and improve the quality of their instruction, it is advised that governments and educational institutions encourage the integration of psychological control and classroom sports more. Instructors should also receive better training and direction. Simultaneously, there is a need to enhance the level of physical literacy and health among students, guarantee the holistic development of educational objectives, and fortify the investment in and administration of physical education courses. To increase students' learning impact and sense of self-efficacy, it is advised that educators combine classroom athletics with psychological management in their English instruction. To boost student engagement, make learning more enjoyable

and interactive, and assist in enhancing students' self-expression and confidence, we can experiment with games, competitions, and other techniques. Furthermore, in order to improve teaching outcomes, several course content formats can be created according to students' interests, pastimes, and learning requirements.

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Learning Self-Efficacy Questionnaire

Please mark "√" before the following items based on your actual situation to indicate your choice.
I have sufficient learning ability to cope with the challenges of university courses.
() Yes () No
2. In my studies, I am able to effectively solve the problems I encounter.
() Yes () No
I believe that I can master the knowledge and skills required for learning.
() Yes () No
4. I have sufficient confidence to achieve good results.
() Yes () No
5. In my studies, I am able to persevere and not give up easily.
() Yes () No
6. I am able to effectively plan and schedule learning time, avoiding procrastination and waste.
() Yes () No
7. I have sufficient learning methods to learn efficiently.
() Yes () No
8. I believe that I can avoid learning mistakes and mistakes.
() Yes () No
9. In learning, I am able to collaborate with others and achieve better results.
() Yes () No
10. I am able to effectively cope with exam pressure and nervousness.
() Yes () No