

Enhancing Mental Health Education and Foreign Language Skills in Sports School Students: An Integrated Approach

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Abstract

Laying the foundation of quality education is an important prerequisite for cultivating students' core quality. According to the relevant characteristics of students' psychology, scientific educational activities and effective mental health education can not only better explore students' learning interest and passion, gradually build high-quality psychological quality, cultivate excellent communication skills, but also improve students' initiative and promote their healthy development. Therefore, current research aimed is to propose the integration and application of mental health education and foreign language teaching for sports school students, firstly, the current situation of mental health among students in sports schools and the problems existing in English classroom teaching are elaborated, and corresponding methods for integrating mental health education into English teaching in sports schools are proposed. A comprehensive analysis of the value of mental health education in the implementation of English courses in sports schools can effectively promote students in sports schools to better understand English, and improve psychological literacy in sports competitions during the learning stage. Studying the integration of English courses and mental health education can help cultivate students' strong psychological resilience and ability to overcome difficulties, laying a solid foundation for future employment and lifelong development. In addition, an integrated approach to enhancing mental health education and foreign language skills in sports school students can lead to improved overall well-being and language proficiency, fostering holistic development. The research limitations and future directions were also discussed that the end of study.

Keywords: Psychological Health Education; Sports School Students; Foreign Language Teaching; Fusion and Application.

Introduction

In the development of modern society, the main task of sports school education is to cultivate versatile talents, students not only need to master good professional knowledge, but also need to have certain practical abilities to develop comprehensively and comprehensively. In English teaching at sports schools, students have weak basic knowledge of English and lack a strong interest in learning English, which to some extent increases the difficulty of teaching and cannot effectively improve the effectiveness of English teaching.

On the other hand, the lack of a positive attitude towards English learning among students in sports schools may be due to psychological factors, such as a lack of resilience, poor self-control, lack of confidence, and lack of methods. Continuing to focus and promote student care activities, strengthening and optimizing students' mental health education has become a top priority.

We should face all students, participate in all aspects, care for their mental health throughout the entire process, and adhere to the combination of education, prevention, and

crisis intervention, we should not only cater to all students, but also pay attention to individual differences, the leadership of teachers should be combined with the main body of students, with schools as the lead, families as the foundation, and communities as the support, to build a comprehensive, open, and three-dimensional care pattern (Han, 2021).

We should fully implement educational reform activities, adhere to moral education and humanism, cultivate students' core literacy, achieve significant results, and lay a good foundation for building high-quality education and establishing a "comprehensive, fair, excellent, and suitable" educational ecology.

With economic development and social progress, sports school students have gradually entered the ranks of world sports competitions, the key value of English is evident, how to guide students in English classroom activities in sports schools can not only achieve English learning, but also improve their psychological literacy and better promote their competitive ability is one of the important issues that all sports school English teachers should consider.

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In order to promote students to develop comprehensive attitudes, values, and emotions, and lay a good foundation for future learning and development, teachers should integrate psychological health education into cultural knowledge education activities, especially the humanistic atmosphere of English classrooms, integrating psychological education into teaching activities has become an important responsibility for subject teachers. This not only meets the humanistic requirements of the curriculum reform, but also indicates the important characteristics of current teaching activities. Therefore, it is urgent to integrate mental health education into English classrooms.

With the progress and development of society and science, people's concept of healthy growth has greatly improved. In the 1990s, the World Health Organization clearly defined the concept of health, a healthy person must possess four aspects, namely physical health, mental health, good social adaptation, and good moral character. In the new curriculum standards released by the Chinese education department, it is proposed to attach great importance to the healthy growth of students, taking "health first" as the guiding ideology for development education, in health education, teachers should not only pay attention to students' health, but also pay attention to their mental health development level (Yu et al., 2021).

Therefore, in the English teaching of sports school education, teachers can create a relaxed and happy English learning environment by infiltrating mental health education, allowing students to feel the warmth of the collective and gain a pleasant learning experience. At the same time, by combining mental health education with English teaching, teachers can improve students' resistance to setbacks, adjust negative emotions, enhance strong willpower, and face the spirit and ability of innovation (Li & Li, 2023).

Helps establish a harmonious teacher-student relationship. In English teaching classrooms, a good teaching atmosphere is an important foundation for promoting the achievement of classroom teaching objectives. By combining mental health education with English, teachers pay attention to the growth of students' mental health and give them respect, which helps to achieve good interaction between teachers and students, establish a harmonious teacher-student relationship, and further improve the efficiency of English teaching classrooms.

Students have a good interest in learning English, which plays a positive role in promoting the quality of English teaching courses. Students exhibit subjective interest in English learning, which is a key influencing factor for their

active participation in English classroom teaching behavior.

The new curriculum standards strongly advocate that English teachers should carry out teaching activities around a certain theme, stimulate students' interest in learning, and promote a change in students' attitudes towards English learning. In English teaching, integrating mental health education can reduce students' lack of confidence in English language use and eliminate their negative emotions towards English learning. For sports school students, English is a second language, not their mother tongue.

Due to significant cultural differences between China and countries such as the United States and the United States, the same phenomenon or scenario is reflected in the two languages, but there are significant differences, many students lack knowledge in this area, which affects their understanding of English knowledge and causes many students to lose confidence in further learning. Therefore, integrating mental health education into English teaching in sports schools, respecting differences in students' language abilities and learning styles, and meeting the learning needs of different students in teaching design can make the classroom open to all students and cultivate their interest in learning English.

Promote the enrichment of English teaching resources in sports schools. In the English teaching curriculum of sports schools, integrating mental health education, teachers should pay attention to building on traditional teaching activities, integrating mental health education resources into English textbooks, and apply it to the field of classroom teaching according to the actual situation of students, thereby generating new teaching resources, which can fully tap into students' subjective initiative and improve the teaching efficiency of English courses, Figure 1 shows the mental health education model (Yang et al., 2021). In order to guide students to conduct English classroom activities in sports schools, they can not only realize English learning, but also improve their own psychological literacy, and better promote their own competition ability. The integration and application of mental health education and foreign language teaching for sports students are put forward. Firstly, the current situation of mental health of sports students and the problems existing in English classroom teaching are expounded, and the corresponding method of infiltrating mental health education in English teaching in sports schools is put forward. A comprehensive analysis of the value of mental health education in the development of English curriculum in sports schools can better promote the students to better understand English and improve

their psychological literacy in sports competitions in the learning stage. The study of the integration of English curriculum and mental health education is helpful to

cultivate students' strong psychological endurance and the ability to overcome difficulties, and set a good foundation for future employment and lifelong development.

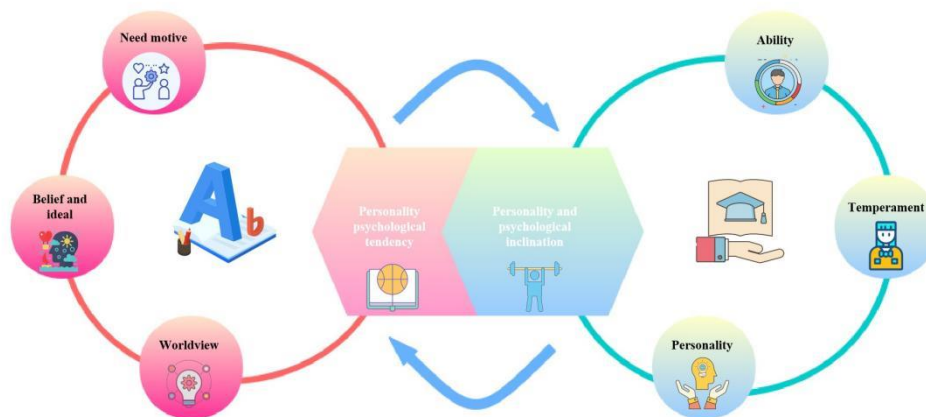


Figure 1. Psychological Health Education Model.

In the meantime, mental health education and foreign language skills significance in sports school students through an integrated approach lies in its ability to cultivate well-rounded and emotionally resilient athletes with global perspectives. By prioritizing mental health education, students can develop the necessary coping strategies to navigate the pressures of competitive sports, ensuring their overall well-being. Concurrently, learning foreign languages empowers them to engage effectively with international teammates, coaches, and audiences, fostering cultural exchange and opening doors to global opportunities. This integrated approach not only enhances athletic performance but also equips students with essential life skills, preparing them for success both on and off the field, and positioning sports schools as leaders in progressive education.

The research organised into five distinct sections, commencing with an introduction, followed by a comprehensive literature review, delineation of the research methodology, thorough data analysis, and presentation of the results, culminating in a robust discussion and conclusion.

Literature Review

Mental health education is an education that cultivates students' good psychological quality and promotes the overall improvement of students' overall quality according to the law of students' psychological development (Cao, 2022; Shoshani & Steinmetz, 2014). It is an important part of quality education, but also the inevitable requirement of modern education and an innovative task faced by the

majority of school educators. In order to help sports students accurately and effectively improve their English learning performance, in practical education, teachers should not only pay attention to the knowledge content of lesson preparation and teaching, but also take into account the psychological characteristics of students and untie their problems, so as to improve the efficiency of classroom learning. Junior high school sports students are in adolescence, and their self-awareness is constantly enhanced (Demetriou et al., 2020). The compulsory education for teachers and parents will have a reverse psychology. Very eager for success, but can not find a way, often fall into distress and irritable mood. Therefore, the students' interest, attitude, confidence and motivation in English learning will directly affect the students' learning effect and quality (Bernaus & Gardner, 2008). According to these characteristics, in the body school student English teaching scientifically expand teaching activities, popularize knowledge of the mental health of students, this kind of model can not only change students learning English attitude, better stimulate students' enthusiasm for English learning and interest, improve the subjective initiative of their own learning, but also can help students gradually form better interpersonal skills and healthy psychological quality, the sports play and performance will also have a positive effect. In order to promote students to build a complete attitude, values and feelings, and lay a good job for future learning and development, teachers should integrate mental health education into the educational activities of cultural knowledge, especially the humanistic atmosphere of English classroom, integrate psychological education into the teaching activities, and

becomes an important responsibility for subject teachers (Mansfield et al., 2021; Zhao & Shang, 2022). This not only meets the humanistic requirements of the curriculum reform, but also shows the important characteristics of the current teaching activities. Therefore, it is urgent to integrate English classroom into mental health education. According to the theory of psychology, everyone has certain needs at different stages of development. If teachers can take measures to meet their needs in the actual teaching process, they can feel the sense of achievement in learning, and then better experience success, so as to establish confidence. For junior middle school English education and teaching, we should be able to think from the point of view of students, learn the language in the way they like, pay attention to their interest in learning, and let them become the main body and enter the state of independent learning. Especially for junior high school students, their learning pressure is relatively large, and some students' emotional control ability is not very good, and it is easy to produce anxiety in learning and life. In order to alleviate such a phenomenon, we can create a relaxed atmosphere in the actual English education and teaching. In this process, the teacher set some simple goals, students don't know how to say in English, teachers can prompt, students slightly processing, can well express a paragraph, the students in a relaxed and happy environment to achieve language ability exercise, can alleviate their anxiety, make them began to accustomed to express themselves, thus get more ideal learning effect. Obviously, in such education and teaching cases, teachers can well combine the psychological demands of students to create the learning situation, which really makes the integration of language learning and mental health education, and then produce more ideal educational benefits. Education psychology believes that the interaction between teachers and students, is the process of emotional communication, if the corresponding emotional interaction is positive, positive, can make the classroom atmosphere in a good state, students for English teachers without fear, often can more quickly into the state of interaction, show their true feelings, express their inner thoughts, not fear the teacher questions, so nature can enter into the ideal learning state (Spilt, Koomen, & Thijs, 2011). In traditional English education and teaching, some English teachers are always used to maintaining their authority, looking serious, and interacting with students with a command attitude, which is disrespectful to the performance of students. This teaching concept and mode need to be changed. Especially in the new situation of junior middle school English education and teaching, it is more necessary to properly handle the relationship

between teachers and students on the basis of respecting students' personality, and establish an equal relationship between teachers and students, so as to ensure that the interaction between them can develop in a more benign direction. In class, any students make mistakes, the teacher should not laugh at, but to think about why such a mistake, and actively to help him to correct, so that students' confidence in learning English can be enhanced. Especially in oral expression, there are always students afraid of their mistakes, so they dare not speak loudly in class. For such students, junior middle school English teachers should actively use incentive education to guide them, and then ensure that they can achieve more ideal learning results. Li and Shi (2021) They took sports colleges and sports students to compare their multiple intelligence fields. Based on the connotation of emotional intelligence, this paper analyzes the emotional intelligence of independent college students, puts forward that physical education is the only way to cultivate students' emotional intelligence, and puts forward that physical education should cultivate college students' self-understanding ability, self-motivation ability, self-control ability and self-control ability, so as to resist setbacks. The comparative method and the non-intelligence scale were used. A questionnaire survey was conducted on college students to evaluate their life experience, self-esteem, self-confidence and hope (Li & Shi, 2021).

Sports and school students are an important part of the adolescent group, but there is not much analysis of their mental health education (Eime et al., 2013). Because now we pay more attention to the mental health education of adolescent students, so we should pay attention to and analyse the psychological situation of sports school students in English teaching activities. Mental health education is the main component of carrying out quality education (Sahu, 2020). If the psychology is not healthy, literacy is out of the question. If the educators can well contact the characteristics and content of the teaching course, and purposefully integrate the mental health education into the classroom teaching activities, it will certainly better reflect the positive elements of the course teaching, promote the improvement of students' psychological literacy, and strengthen the teaching effect. Lay the foundation of quality education is an important prerequisite for cultivating students' core quality. According to the relevant characteristics of students' psychology, scientific educational activities and effective mental health education can not only better explore students' learning interest and passion, gradually build high-quality psychological quality, cultivate excellent communication skills, but also improve students' initiative

and promote their healthy development. Propose the integration and application of mental health education and foreign language teaching for sports school students, firstly, the current situation of mental health among students in sports schools and the problems existing in English classroom teaching are elaborated, and corresponding methods for integrating mental health education into English teaching in sports schools are proposed. A comprehensive analysis of the value of mental health education in the implementation of English courses in sports schools can effectively promote students in sports schools to better understand English, and improve psychological literacy in sports competitions during the learning stage (Andermo et al., 2020; Wolpert et al., 2013). Studying the integration of English courses and mental health education can help cultivate students' strong psychological resilience and ability to overcome difficulties, laying a solid foundation for future employment and lifelong development (Hartley, 2011).

Methodology

Sports school students are an important group of adolescent students, and there is a certain difference between them and ordinary middle school students, its common characteristic is that it values sports while neglecting humanities.

These students are relatively active, have low levels of self-monitoring, and lack autonomy and initiative. Some students have weak basic knowledge, lack the ability to self-educate and improve and non-intellectual elements are not developed in a balanced manner. Psychological health education for sports school students is a long-term and complex activity, although students have high physical fitness, their psychological health situation is not optimistic, which is manifested in the following aspects (Martin, Bickle, & Lok, 2022).

A considerable number of sports school students neglect the learning and consolidation of cultural knowledge due to their excessive emphasis on sports specific training, resulting in a sense of inferiority in their studies. In cultural learning, especially in English learning, due to their weak foundation, they often doubt their abilities and develop the idea of self-abandonment. Such students always believe that they are not capable and lack confidence, over time, this will have a very negative impact on their learning and training (Li & Shi, 2021).

Compared with ordinary middle school students, sports school students have stronger sensitivity. Unreasonable suggestions from teachers can cause significant psychological fluctuations in students, inappropriate

evaluations during or after class assignments can cause students to become bored or neglect the learning of the entire course knowledge. Research has shown that students tend to be more inclined towards teachers with friendly and approachable postures, indicating that students need to receive psychological care from teachers.

Sports school students generally have a strong desire to express themselves due to their personality traits, and their emotions are not stable enough, which can lead to significant fluctuations and cannot be well controlled and regulated by themselves, this unstable emotion can affect their learning, training, and daily life. Sports school students have a strong physique and are prone to impulsive and destructive behaviours; these are all acts of attack and destruction. Psychological health education in sports colleges has not appeared in classroom teaching activities, schools pay more attention to sports training and cultural knowledge mastery, and do not pay much attention to the education of students' psychological health.

Schools should incorporate mental health education into moral education activities, strengthening the scientific understanding of students' mental health among teachers, coaches, students, and parents. Effective guidance should be given to students' psychological difficulties in training, competition, and learning, so that they can achieve good results in training and competition. We need to scientifically implement teacher training, continuously improve their mastery of students' psychological knowledge through training, clarify the key values of mental health education activities, and lay the foundation for better teaching and education (Goh & Scrabis-Fletcher, 2020).

Problems in English Classroom Teaching in Sports Schools

Students lack perseverance and character when facing difficulties

In teaching, some students believe that their foundation is poor and they cannot learn well, they are unwilling to spend more time on English subjects and believe that it is enough to learn professional courses well, so lack of concentration in class, playing with mobile phones privately, and engaging in small movements seriously affect the teaching effectiveness and the improvement of students' English grades. In the face of this situation, it is particularly important to cultivate students' perseverance and character in English education in sports schools (Hou, 2021).

Students lack confidence in English learning

The reasons for students' lack of self-confidence include both physiological and psychological aspects. Due to the

differences between family education and school education, there may also be certain psychological differences among students. For example, some students are introverted and timid, while others have poor tolerance and fear of facing difficulties.

The main reason why these students have a negative psychological state is that they have been severely hit or failed in the process of learning English, which has made them unable to improve their confidence and dislike learning English, dare not interact with teachers in the classroom, difficulty in communicating and learning, and also afraid to communicate with students about learning English. These negative behaviours in the classroom, as well as changes in psychological state, will ultimately lead to a gradual decline in English learning performance, which is not conducive to their physical and mental development (Wang, 2021).

Schools should build a comprehensive system of mental health education

Psychological health education itself is a major project that requires systematic education for students in order to truly help them solve their psychological problems. At the same time, carrying out mental health education requires the joint participation of multiple teachers, if only teachers relying on mental health education can truly help students solve learning problems.

Therefore, in order to better achieve the expected effects of psychological and health education, and to help students truly solve psychological stress, it is necessary for schools to establish a psychological health education system, by involving multiple teachers and focusing on common problems among students, centralized solutions are provided, integrating English teaching with mental health teaching, conducting educational guidance in a reasonable manner, and helping students truly solve psychological stress problems (Jia, 2021).

The Method of Integrating Psychological Health Education into English Teaching in Sports Schools

Establishing a collaborative, trusting, and equal learning environment

The self-awareness of sports school students has gradually formed, and they no longer regard teachers as a superior authority. The autocratic suppression and supervision of teaching methods will cause psychological barriers between teachers and students, and even make students have reverse psychology. Only with goodwill, sincerity, openness, and inclusiveness can students accept the teacher's teachings. A cooperative, trusting, and equal learning environment is the objective foundation and guarantee for the infiltration of mental health education

into classroom teaching. In English classroom teaching, teachers have always been a guide, companion, and encouragement.

When students make progress, teachers will not hesitate to tell them: "Bravo!" "You've done a great job!" "You've made great progress, good for you!" In order to enhance students' learning confidence and stimulate their learning enthusiasm. When students are confused, teachers should encourage them, "Try harder. That's very close." "If you have any problems, do not hesitate to ask me. I am more than willing to help you." The attention, trust, and encouragement of teachers play an important role in building students' confidence and maintaining their self-esteem (Wang & Yin, 2021).

Strengthening and stabilizing learning motivation

Learning a new language itself is a daunting task that requires students to have the courage to face challenges. Many students have experienced setbacks and feelings of inferiority during the process of learning English, and overcoming negative emotions such as tension and worry is also the best time to cultivate students' ability to face difficulties and make positive progress (Gong, 2021).

Spoken language is a weakness for many students, who are always timid and uneasy when answering questions, worrying about which word is said incorrectly. In order to encourage students, the author assigns them to read words every day according to their student ID, and helps them correct the pronunciation of each word the night before the reading. When students stand on the podium, I give them a look of trust and encouragement. After completing this small task, their enthusiasm for participating in English activities will be higher. Such repetition will form a virtuous cycle in English learning, and students will also have the determination and courage to further face difficulties (Bechange et al., 2021).

Exploring the Elements of Mental Health Education in Textbooks

The topics of reading texts in sports school English textbooks are extensive, covering daily life, natural environment, literature and art, etc, it is not only conducive to cultivating students' cultural awareness and thinking quality, but also provides rich soil for mental health education. As an English teacher, one should consciously explore the psychological education elements in textbooks and carry out mental health education for students. In the first module, Growing Pains, let students drop their guard and share their troubles in the process of growing up, and discuss how to embrace youth life.

After reading Home Alone, a drama about conflicts with parents, guide students to empathize and write a response

letter to each other from the perspectives of both parents and children after arguing with their parents. Through this teaching design, students have gained a psychological understanding of their parents' difficulties and further understood how to handle relationships with them. For example, in Module 5, Getting along with others, teachers should consider using the topic of friendship as a basis in teaching, and subtly guide students to understand how to handle peer relationships. Use the song "You've got a friend" by Lisa Ono to introduce the topic, when you are helpless and disappointed, friends will come here without hesitation. By reading the text, we can further deepen our understanding, when there is a misunderstanding with friends, what attitude should be taken to treat and recover. Linking English teaching with students' lives has opened up a battlefield for students' mental health education (Ahmad et al., 2021).

Diversified teaching methods

Carrying out rich classroom activities and creating a vivid language environment in English teaching can effectively exercise students' ability to express, respond to changes, socialize and manage. According to the concept of "autonomy, cooperation, and exploration" proposed in the new curriculum standards, students are encouraged to actively participate in group activities through self-evaluation and group mutual evaluation evaluation mechanisms in English classroom teaching.

Outside the classroom, collect and integrate English mistakes in the form of group collaboration, design and display English posters, rehearse and perform English dramas, and cultivate students' communication and cooperation abilities. In the process of completing various tasks assigned by the teacher, each group member has their own irreplaceable role, when their efforts are recognized by group members and teachers, a sense of self-identity and pride also arises (Winter & Pearson, 2023).

Entering the classroom with emotions, scientifically arranging classroom teaching, and stimulating students' learning initiative

Education workers have always been concerned about the psychological impact of emotions in specific teaching practices. English belongs to the category of humanities, which is the unity of language tool training and humanistic emotion training. Whether analyzed from a means or humanistic perspective, English classes need to incorporate emotions. In daily English classrooms, English teachers should integrate mental health education based on the characteristics of sports school students and the different types of English classes, it can not only enhance interest, but also subtly improve students' psychological quality.

Psychological health education permeated in the process of reading teaching: In English reading classes, teachers should take advantage of the situation created by textbooks to provide mental health education to students. For example, the 9A Unit4 Reading "Never Give Up" mainly introduces the life biography of NBA athlete Spud Webb. In his basketball career, Spard Weber overcame numerous impossibilities and, in the 1986 Dunk Contest, his teammate, Dominic Wilkins, "the essence of human film", also became the loser of his team. Under the guidance of the author, many students have resonated after learning this text: Although they may encounter many setbacks and difficulties on the road of sports training, they must never give up, persist in the end, and have a sunny attitude.

Psychological health education permeated in vocabulary teaching: Traditional English vocabulary teaching generally follows the teaching process of "reading memorizing silently". This program can help students lay a solid language foundation, but using this rote memorization method for sports school students is obviously twice the result with half the effort. A large number of word memories even make them afraid of English vocabulary learning. So how to eliminate their psychological state in vocabulary teaching? For example, when teaching the term 'used to', the author encourages students to reflect on what they have done before and then come up with ways to improve. In this way, students not only learn vocabulary, but also reflect on and improve their own shortcomings, the teacher invisibly guides their positive thinking (Loyola et al., 2022).

Psychological health education that permeates the process of grammar teaching. At present, English grammar teaching in both sports schools and ordinary schools mostly adopts the traditional teaching method of cultivating "grammar experts" (Hourani, 2008). Teachers often only focus on teaching grammar rules and regulations, ignoring students' feelings, let alone integrating into mental health education. The author believes that teachers should provide relevant teaching contexts in grammar teaching, and appropriately add mental health education, which will definitely achieve twice the result with half the effort. For example, when learning the grammar sentence pattern of giving advice to others, the author created a situation like this: If a teammate feels frustrated due to not achieving good results in competition training, how should you comfort or give some advice? Due to the fact that such situations are often encountered by students in daily life, there is naturally more to say and many practical suggestions have been provided, not only did I learn grammar, but I also exercised my psychological endurance, which greatly

improved the classroom teaching efficiency of that grammar class (Philip et al., 2022).

Let the flower of encouragement blossom in the classroom: Teachers should integrate mental health education into the teaching process, prevent formalism, and let students be inspired from many aspects such as ideology, morality, psychology, etc. In practical teaching activities, attention should be paid to using everyday language to implement educational activities for students. For example, for students with a mentality of inferiority in English learning, teachers should use more motivational language during teaching, strengthen students' initiative, and make them feel that learning English can also achieve a sense of achievement (Li, He, & Zheng, 2021).

Struggle in the footsteps of celebrities: In teaching practice, it is necessary to increase celebrity discourse as much as possible, stimulate students' enthusiasm for learning, strengthen learning fun, and enhance their comprehensive literacy. For example: A friend in need is a friend indeed! Good health is above wealth. Pride goes before a fall. The wise man is always a good listener (Özpulat, Öztaş, & Günaydin, 2022). At the same time, attention should be paid to the knowledge of ideological literacy mentioned in textbooks, which can be discussed in teaching activities to increase students' understanding of the content and achieve the goal of mental health education (Di Ruggiero, 2022).

Contributions and Future Directions

There are various theoretical and practical ramifications of the integrated model. These results demonstrate the significance of considering psychological and emotional components of language acquisition from a theoretical standpoint. They emphasize the need of developing students' resilience, character, and self-assurance in the face of challenges as well as the necessity of creating an all-encompassing system of mental health education at educational institutions. Theoretical ramifications also highlight the need of developing a cooperative, trustworthy, and egalitarian learning environment where students feel at ease expressing themselves and actively participating in the learning process. It also emphasizes the need of using a variety of teaching techniques, including rich classroom activities, and establishing a lively linguistic environment to help students improve their communication and teamwork skills.

From a practical standpoint, however, these findings provide useful information that English instructors and educational organizations may use to enhance the efficacy of English language training in sports schools. Teachers

can assist students in overcoming unfavourable psychological states and cultivating a good attitude toward language learning by including psychological health education into their English lessons. This strategy may result in better self-confidence, better learning motivation, and finally, better English scores. Likewise the practical ramifications include including mental health education components into English textbooks, which can provide students' learning a more real and pertinent perspective. Teachers may promote meaningful dialogues, empathy, and reflection by relating English instruction to students' lives as well as experiences. This benefits students' entire psychological and psychological health.

The results of this study on integrating psychological health education into English instruction in sports schools offer useful insights and practical consequences, but there are several limits that need to be noted. The first is that the research cited in the results could have been restricted to certain settings or areas, which might have an impact on how generalizable its results are to other sports schools with other cultural backgrounds and educational institutions. Second, because every student has different psychological and educational requirements, the efficacy of the suggested solutions may vary amongst individual individuals. Although it is essential to incorporate mental health education into the teaching of English, doing so may provide difficulties in terms of teacher preparation, resource allocation, and curriculum development.

For addressing limitations and guide future directions, further research is needed to explore the long-term effects of integrating psychological health education into English classrooms in sports schools. Comparative studies across different sports schools and diverse student populations can help identify effective strategies that are adaptable to various contexts. Moreover, investigating the role of teacher training and professional development in enhancing the integration of mental health education in language teaching can lead to more comprehensive and sustainable approaches. Additionally, longitudinal studies are necessary to assess the lasting impact of these interventions on students' English learning, confidence, and mental well-being. By addressing these limitations and pursuing future research in these areas, sports schools can better cater to students' psychological needs and foster a positive and conducive learning environment for English language development.

Conclusion

In order to guide students to conduct English classroom activities in sports schools, they can not only realize English

learning, but also improve their own psychological literacy, and better promote their own competition ability. The integration and application of mental health education and foreign language teaching for sports students are put forward. Firstly, the current situation of mental health of sports students and the problems existing in English classroom teaching are expounded, and the corresponding method of infiltrating mental health education in English teaching in sports schools is put forward. Sports school students are an important component of the youth population, but there is not much analysis in the academic community on their mental health education. Due to our current focus on the mental health education of young students, it is necessary to pay attention to and analyse the psychological situation of sports school students when conducting English teaching activities. Psychological health education is the main component of quality education, and if one is not mentally healthy, literacy cannot be discussed. If educators can effectively connect the characteristics and content of teaching courses, purposefully integrating mental health education into classroom teaching activities will definitely better reflect the positive elements of curriculum teaching, promote the improvement of students'

psychological literacy, and strengthen teaching effectiveness. In addition, it is necessary to understand the key values of mental health education activities, apply appropriate psychological education methods, and make mental health education have a significant impact on cultivating high-quality sports workers who meet the development needs of the new world, and enable English teaching to guide students to broaden their horizons and improve their own psychological literacy.

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