

The Role of Sports Games Combined with English Education in Guiding Students' Psychological Transition

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Abstract

In order to understand the role of English education in guiding students' psychological transition, the author proposes a study based on sports games combined with English education to guide students' psychological transition. The author takes the practice of using sports games in English teaching at 10 universities in a certain province as the research object. A total of 300 questionnaires were distributed, 290 were collected, and 280 were valid. By searching for a large amount of literature and materials related to sports games both domestically and internationally in school libraries and the internet, the main focus is on psychology and the relationship between sports games and mental health. The experimental results indicate that students who frequently participate in sports games have better mental health levels than those who do not frequently participate in sports games and those who never participate in sports games, there are certain differences in depression, anxiety, hostility, and paranoia between students who participate in collective sports games and those who participate in individual sports games. From a cultural perspective, attaches great importance to examining the value of sports games, aiming to enhance people's understanding of sports games and promote students' mental health through sports games. Sports games play a very important role in school English teaching.

Keywords: Sports Games, English Education, Mental Health.

Introduction

Sports games are an effective teaching form that helps students learn English. Students are naturally curious, active, and competitive, unable to sustain their attention, weak willed, and largely rely on their interests to dominate their learning. For example, at the beginning of an English class, 99% of students are very interested, which is completely driven by curiosity and a direct interest. However, over time, as the teaching content increases and the difficulty deepens, 50% of students' interest gradually weakens, and 10% of students' interest even disappears. Therefore, cultivating and maintaining students' interest in learning has become an important way for teachers to complete teaching tasks. Each lesson in English textbooks is arranged with Let's play content, with the aim of organically combining language with sports games to stimulate students' interest in learning and improve their language communication skills. In teaching practice, long-term attention should be paid to adapting to children's nature and using various vivid and interesting sports games to assist teaching. For example, games such as "Letter and Word Relay Tournament", "Guess a Guess", "Find Friends", and "Textbook Tips" greatly stimulate students' interest in learning and active participation, making them feel that learning English is a pleasure rather than a burden, thus maintaining an active desire to "I want

to learn". Sports games can also make students physically and mentally happy and mentally uplifted, making English teaching lively and colorful. Novel and interesting sports games will make students refreshing. Through activities such as watching, listening, speaking, writing, drawing, singing, and performing, they can satisfy their active, curious, and competitive psychology, creating a relaxed and enjoyable learning atmosphere.

In modern society, the development of globalization has made English an extremely important language for international communication. Therefore, providing English education to students has become an important task of the education system. However, learning English can be a challenge for many students, especially those with low motivation or lack of interest in language learning. Meanwhile, due to various factors such as academic pressure, academic pressure, and social pressure, some students may face psychological transition problems, including learning anxiety, learning aversion, and emotional fluctuations. In order to address these issues, the education community has begun to explore innovative educational methods, and the combination of sports games and English education has attracted increasing attention. Sports games are a teaching method that combines sports activities and game elements, aiming to attract students' interest, improve learning enthusiasm, and promote their physical and mental development through the fun and

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interactivity of games. In this context, some schools and educational institutions have begun to explore the organic combination of sports games and English education. By introducing sports games into English teaching, teachers can create a positive and enjoyable learning atmosphere, provide more opportunities for language practice, and encourage students to actively participate and communicate in games. This teaching method is expected to reduce students' learning pressure, improve learning motivation, and promote their physical and mental health through participation in sports activities. At the same time, sports games can also help students better understand and apply English knowledge and improve their language proficiency. The process of sports games is a complex conditioned reflex process that depends on the comprehensive ability of the cerebral cortex to analyze various signals that can be generated by internal and external receptors. During the game process, not only can students' imagination, visual thinking, and expressive

abilities be developed, but also their observation, memory, judgment, creativity, as well as collective wisdom and organizational abilities can be exercised and cultivated, making their thinking more active, enhancing their sensory and perceptual abilities, and developing their cognitive, receptive, and problem-solving abilities. As shown in Figure 1, although the combination of sports games and English education may seem promising in theory, further research and practice are still needed in practice. Therefore, this article aims to explore how sports games can play a transitional guiding role in English education, help students overcome learning difficulties and psychological transition problems, and achieve better learning outcomes and comprehensive development. The study of combining sports games with English education can provide useful reference and guidance for educational practice and promote innovation and improvement of educational methods.



Figure.1: The role of English Education in Guiding Students' Psychological Transition.

Literature Review

Sports games are an important component of school physical education and an important means of physical education teaching. With the continuous deepening of school English reform in China, the characteristics and positive effects of sports games are increasingly valued, and

sports games have been widely used as a result. However, after extensive literature research, the author found that although many sports workers have extensively explored and studied the role of sports games in various aspects, there are few specialized studies on the role of sports games in students' psychological development from a psychological perspective. Sports games, as a special educational tool in physical education teaching, have a

positive impact on students' psychological development due to their unique characteristics. In addition, sports games are also very beneficial for the distribution of students' attention. For example, when practicing ball games, students should pay attention to the changes in the entire field, pay attention to the dynamics of the other party, understand the other party's practice plan, and pay attention to organizing their own strength, unleashing their potential, and cooperating with peers, "seeing from all directions, hearing from all directions", in order to strive to win in sports games. The development of the human brain is related to the living environment, especially the psychological environment. In human cognitive activities, any willful behavior or action is gradually transformed from the external to the internal, from the physiological level to the psychological level, and thus mutually affects and promotes each other. The diversity of sports games not only creates conditions for students to form a strong physique, but also opens up an ideal field for their ability development. Fazal E-Hasan, S. M., and others believe that as a service industry, sports not only generate billions of dollars in revenue through attendance, but also through product sales, which are part of sports fan rituals. This study used a sample of 651 participants participating in Australian Football League matches to explore ritual behavior, define observed match day rituals, and design a scale to measure sports fan rituals to investigate a range of positive relationships, including commitment, personal and social rituals, as well as social rituals and behavioral loyalty. These findings support previous research that found a significant and positive relationship between alternative achievement, fan associations, and commitment, and extend previous research by discovering a significant and positive relationship between personal and social rituals and behavioral loyalty. For academic researchers, these findings are crucial for determining the role of personal and social rituals in consumption and behavioral loyalty (Fazal-E-Hasan et al., 2021).

Research Methods

Research subjects

The author takes the practice of using sports games in English teaching at 10 universities in a certain province as the research object. A total of 300 questionnaires were distributed, 290 were collected, and 280 were valid.

Methods

Literature method

By searching for a large amount of literature and materials

related to sports games both domestically and internationally in school libraries and the internet, the main focus is on psychology and the relationship between sports games and mental health.

Questionnaire survey method

Using the widely used "Symptom Checklist for Mental Health (SCL-90)" questionnaire and sports game participation survey questionnaire both domestically and internationally, we listened to the opinions and suggestions of many English education and sports experts before distributing the questionnaire and selected 10 high schools in the area for the survey. The SCL-90 psychological scale consists of 10 factors: Somatization, depression, compulsion, interpersonal sensitivity, anxiety and hostility, terror, paranoia, mental illness, and others.

Validity Testing of the Questionnaire

According to the basic requirements of sports game research methods regarding questionnaires, 9 experts were consulted for their opinions and asked to conduct a validity evaluation survey, the survey results showed that, the questions listed in the survey questionnaire can basically support the content to be investigated and are feasible and effective. The validity evaluation result of the questionnaire: 6 people are very reasonable, accounting for 70% of the total; Two people are relatively reasonable, accounting for 20% of the total. Unreasonable 1 person, accounting for 10% of the total. The reliability of the survey was tested using the retest method, and the correlation coefficients were the same twice, demonstrating a high degree of reliability. As shown in Table 1:

Table 1

Statistical Table of Questionnaire Validity Evaluation Results

	Very Reasonable	Relatively Reasonable	Unreasonable
Number of experts	6	2	1
percentage	70%	20%	10%

In order to ensure the strong reliability and stability of the survey questionnaire, a reliability test was conducted on the questionnaire. The reliability test method is as follows: Using a small-scale "measurement and measurement method", statistical analysis was conducted on the correlation coefficients of questionnaires distributed twice to students every 20 days, the significance test was conducted, and the correlation coefficients $R=0.89$ and $R>0.87$ ($p<0.02$) were calculated, this indicates that the survey questionnaire is highly correlated, reliable, stable, and meets the requirements of the survey (see Table 2) (Semmelroth et al., 2022).

Table 2

Questionnaire Retest Reliability Test Table

Type	Retest Number	Time Between Two Measurements (Days)	Correlation Coefficient
student	8	20	0.89

Distribution and Recycling of Questionnaires

According to needs, a total of 300 questionnaires were distributed, 290 were collected, and 280 were valid. As shown in [Table 3](#):

Table 3

Collection of Student Questionnaires

Project	Distribute Questionnaires	Recycle Questionnaire	Effective Questionnaire
fraction	300	290	280
percentage	100%	98%	95%

Research Results

Make A Teaching Plan for Sports Games

Through interviews, it was found that there are 8 schools with detailed teaching plans for sports games, accounting

Table 4

Analysis of Psychological Health Status of People Participating in Different Sports Games

Grade	No Psychology Obstacle	Mild Psychology Obstacle	Moderate Psychology Obstacle	Severe Psychology Obstacle
fraction	Total Score 100	≤ 90 Total score ≤ 100	80<total score ≤ 100	100<total score
Number of frequent participants in sports games	50	30	20	70
proportion	50%	30%	20%	70%
Number of infrequent participants in the game	40	60	40	20
proportion	40%	60%	40%	20%
Number of people who never participate in the game	10	10	30	10
proportion	10%	10%	30%	10%

From the analysis in [Table 4](#), it can be seen that students who frequently participate in sports games score less than those who do not frequently participate in sports games, and students who do not frequently participate in sports games score less than those who never participate in sports games; The score of each item factor is inversely proportional to the participation in sports games, indicating that regular participation in sports games can effectively promote the improvement of individual mental

for 95%. This indicates that the high schools in the district have done a good job in formulating English teaching plans, however, schools that do not have a curriculum have not established a systematic teaching plan, which does not guarantee the systematic and sequential development of sports games, the lack of a sports game plan in schools is not conducive to the development and effectiveness of sports games, and cannot effectively and systematically utilize the positive impact of sports games on students ([Zhang et al., 2022](#)).

Analysis of the Psychological Health Status of Students Participating in Sports Games

Sports game population refers to the sports population standard established based on the actual situation in China, which means that the frequency of physical activity is more than 4 times per week; More than 30 minutes of physical activity per session ([Budak & Kara, 2022](#)). The intensity of each activity is moderate or above. According to the standard of sports game population, the surveyed subjects were divided into three categories: Frequent participants, infrequent participants, and never participants for investigation and analysis, it was found that the psychological health status of the population with different sports game habits is shown in [Table 4](#):

health.

In order to further investigate the impact of sports games on students' mental health levels, the scores of various items of the SCL-90 psychological scale collected were statistically analyzed and organized to further analyze the differences in psychological disorders among different groups of people who participated in physical exercise, as shown in [Table 5](#):

Table 5

Comparison of Average Scores of Various Items on the SCL-90 Psychological Scale Among People with Different Levels of Participation in Sports Game Habits

Factor	Frequent Participation in Sports Games	Not Frequently Participating in Sports Games	Never Participate in Sports Games
Somatization	1.41	1.38	1.54
depressed	1.22	1.41	1.47
Compulsive symptoms	1.29	1.81	1.79
interpersonal relationship	1.37	1.60	1.66
anxious	1.21	1.27	1.34
hostile	1.25	1.41	1.48
terror	1.36	1.12	1.20
Paranoia	1.33	1.41	1.32
Psychiatric	1.01	1.18	1.29

From the statistical results in [Table 5](#), it can be found that the comparison of the average scores of psychological health factors among those who frequently participate in sports games, those who rarely participate in sports games, and those who never participate in sports games is as follows: Those who frequently participate in sports games < those who rarely participate in sports games < those who never participate in sports games. The comparison results show that students who never participate in sports games have poor mental health levels, followed by students who do not frequently participate in sports games, and students who frequently participate in sports games have the best mental health levels. From this, it can be seen that appropriate participation in sports games can have a positive promoting effect on people's mental health. From [Table 5](#), it can be seen that the scores of depression, compulsion, interpersonal sensitivity, hostility, and paranoia in each factor are relatively high, which is related to the high pressure on students to learn English ([Doria & Nalebuff, 2021](#)).

Comparative Analysis of Students' Mental Health Status Under Different Forms of Participating in Sports Games

Sports games may be closely related to the psychological health of participants' exercise, and choosing different forms of games may have a certain impact on students' mental health level. This article divides the sports game projects that students participate in into collective projects and individual projects through the processing of the designed survey questionnaire. Then compare the psychological health status of students choosing different game projects. By comparing the average scores of psychological health factors between students in two different forms of sports games, in the statistical data, the

average scores of somatization factors and obsessive-compulsive symptoms factors in the psychological health level of physique participants participating in sports games are higher than those of students participating in individual forms of sports games. The average score of other health factors is lower than that of individuals participating in sports games. This indicates that collective participation in sports games may have a relatively positive promoting effect on students' mental health level. After testing, it was found that there were significant differences in the average scores of psychological health factors among students who participated in sports games in different forms, such as depression, hostility, anxiety, terror, paranoia, and interpersonal relationship factors; There was no significant difference in symptoms of compulsion, psychosis, and somatization. As shown in [Table 6](#).

Table 6

Comparison of Different forms of Sports Games on Students' Mental Health Levels

Factor	Collective Projects	Personal Project
Somatization	1.31	1.32
depressed	1.25	1.58
Compulsive symptoms	1.66	1.77
interpersonal relationship	1.47	1.41
anxious	1.31	1.38
hostile	1.24	1.60
terror	1.31	1.14
Paranoia	1.12	1.25
Psychiatric	1.18	1.26

Discussion

The Promoting Effect of the Fun of Games on Mental Health

Sports games themselves have a strong interest and are the main attraction for practitioners to engage in sports practice. Only when the practitioner has a strong interest in the activity content will they fully engage in the practice, and will they experience various psychological reactions and emotional experiences with physical exercises. Fun games can also effectively alleviate tension, reduce anxiety, and help form an optimistic attitude towards life. It should be noted that not all sports games themselves have strong fun. In many cases, fun needs to be created, and interest needs to be cultivated. Therefore, physical education teachers should have the ability to design interesting sports games and stimulate interest in sports, so as to make the teaching content interesting and make the physical education classroom full of joy. Only in this way can the function of sports games in improving mental health be realized (Siregar, 2021).

The Promoting Effect of the Difficulty of Games on Students' Mental Health

Sports games must have a certain degree of difficulty in order for practitioners to exert the necessary willpower and effort to overcome difficulties. The difficulty of the game should be moderate, and easy sports games do not require too much willpower and effort, which cannot stimulate students' enthusiasm and initiative; Difficult games can easily undermine the practitioner's confidence and self-esteem. Only when sports games are completed through the willpower of the practitioner can they have high value and practical significance for the psychological development of the practitioner, and can they effectively promote the formation of students' self-esteem and confidence. Therefore, when choosing and creating sports games, physical education teachers should choose suitable and challenging exercise content based on the actual physical development of students, in order to ensure the promoting effect of sports games on improving students' mental health level (Yang & D'Arcy, 2022).

The Cooperative Effect of Games on Promoting Students' Psychological Health

The theory of social interaction holds that pleasant social interactions have the effect of improving mental health. The psychological adaptation of students is mainly the adaptation to interpersonal relationships, and the emergence of various psychological disorders is mostly due to the imbalance of interpersonal relationships. When sports games have specific requirements for mutual cooperation and trust among people, students will feel their dependence on others, enhance their

trust in others, enjoy the joy of helping and being helped, experience the power of the collective and the joy of cooperation, form friendship and reputation, and promote moral and social development. Various forms of two-person, multiplayer, and collective sports all exhibit high levels of cooperation, and these games should become commonly used practice forms in physical education classes. English teaching can absorb and accept content that is easy to implement and effective, actively design and choose sports games with cooperative significance, which should become a basic teaching skill for English teachers and attract their full attention.

The Role of Sports Games in the Development of Students' Imagery and Imagination

Appearance is formed on the basis of sensory perception and is the process of reproducing things that have been perceived in the past. It plays an important role in the further development of students' actions and cognitive levels. In English teaching, students practice or perform various sports games based on their own action representations. If the action representation is not clear, it will bring limitations and difficulties to practice. Therefore, sports games are beneficial for developing students' action representations (Lucas, 2022).

Imagination is the creation of new images, and its content often appears before real life. The activity process of sports games has a certain degree of complexity, and changes in scenarios require students to change their actions at any time, anticipate the results of the actions, and take appropriate actions. The imaginative "ahead of time" reflection can enable students to predict and plan actions before sports game practice, concretize the results of actions, procedures, and methods used, thus enabling students to have a thorough and specific action plan for sports game practice. In the process of sports game practice, students who adjust their actions through imagination have accurate, not blind, creative, and easy to defeat opponents and achieve victory. In addition, under the guidance of teachers, allowing students to use the knowledge they have learned to create sports games will inevitably develop their imagination (McEwen et al., 2022).

Conclusion

Sports games, as a special educational tool in English teaching, if scientifically and reasonably applied, will definitely have a positive effect on the psychological development of students. After studying the combination of sports games and English education in guiding students' psychological transition, the following conclusions are drawn:

1. Combining sports games with English education can improve students' learning enthusiasm: the fun and

interactivity of sports games attract students' interest, making English learning more interesting and enjoyable. Students can actively participate in games, participate more actively in language communication, and enhance their initiative and enthusiasm for English learning.

2. Sports games promote students' English language practice: Through participation in sports games, students have more opportunities for language practice. During the game, students need to communicate and collaborate with other participants in English to improve their oral expression and listening and speaking communication skills.
3. Sports games alleviate students' learning pressure: In sports games, students can relax their body and mind and reduce learning pressure. The atmosphere of games helps students forget the boredom and tension of English learning, thereby reducing learning anxiety and aversion.
4. Sports games promote the development of students' physical and mental health: Participating in sports games can enhance students' physique and physical fitness and improve their physical fitness. At the same time, sports activities also have a positive impact on students' mental health, helping to alleviate stress, improve emotional

stability, and improve their ability to manage emotions.

In summary, although the combination of sports games and English education has a positive effect on guiding students' psychological transition, there are also the aforementioned limitations. Therefore, in practice, it is necessary to comprehensively consider these factors and adopt more comprehensive and diverse research methods to better leverage the potential of combining sports games with English education and improve students' learning motivation and mental health level. At the same time, it is necessary to continuously improve and refine this educational method to better adapt to the needs and characteristics of students.

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