

# Psychological Factors and Training Methods Affecting Chinese College Students' Confrontational Training in Football Teaching

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## Abstract

This study examines the application and psychological elements associated with antagonistic training in football instruction. The author conducts tests on the School of Management's Sports Teaching Department, and students enrolled in the football option class, separated into two experimental and two control groups. After 32 weeks of training at a rate of four hours per week, a significance test was performed on the exercise indices of the two groups of students. The control group's physical fitness indicators trail behind those of the experimental group, with substantial differences in the two indicators being 30m and 1500m; while the two indications of 100m and standing long jump have extremely significant discrepancies. The control group's football skill indicators trail behind the experimental group. The experimental group's antagonistic training influenced students' sprinting ability, lower limb explosiveness, and football abilities. Simultaneously, psychological development is critical in football training.

**Keywords:** Football teaching; Confrontational training; Psychological factors; Training methods

## Introduction

With a consistent emphasis on national fitness and football development, football development has been pushed to unprecedented heights, particularly for the aggressive development of youth campus football (Chang & Suttikun, 2017). As a highly adversarial activity, football is also widely accepted by college students at colleges and universities, and many schools and universities are actively increasing the substance of football instruction. Despite the rapid growth of campus football in China, and even though Chinese colleges and universities have begun to place a greater emphasis on football training, there are still numerous issues in its development, such as a lack of scientific planning and team configuration, that impede the smooth advancement and development of football in colleges and universities. If this trend continues, it will not only be detrimental to the general development of college football, but it will also result in athletes with low psychological quality, a lack of comprehensive ability, and so on. Therefore, during college football training, emphasise the importance of athletes' mental health; this is critical for practical purposes. Football matches last a long time, which requires athletes to be extremely adaptable in their movements; the competition is fierce during the match, which requires athletes to have a strong psychological quality, not to rush for quick successor to be complacent or to be unable to bear the blow of failure (McGettigan & McKendree, 2015; Tranaeus et al., 2022). The level of football is continually improving as the game develops. Athletes' psychological state is critical during

football matches (Abiş et al., 2022; Leitner et al., 2022). Psychological training occurs during the college football players' training process, when teachers employ certain approaches, intentionally influence the football players' psychology, and implement suitable training ideas. Currently, many college football players lack psychological training, and as a result, sportsmen exhibit numerous weaknesses during football practice.

As a result, it is vital to enhance football players at colleges and universities and undertake appropriate psychological and physical training (Benítez-Sillero et al., 2021; Everett, 2013; Sobhani et al., 2022). From a knowledge standpoint, college football players can still fully comprehend existing theoretical knowledge about football and apply it in practice. As a result, most college football players do not participate in football training or matches instead of relying on their interests and hobbies. College football players cannot acquaint themselves with their partner's position or approach during football training or competition due to a serious lack of ability to monitor the scene (Alexander et al., 2021; Arisoy & Pepe, 2021; Weerakkody et al., 2021). Certain athletes are just concerned with their feet and overlook certain opportunities to attack. Football players should have a collective team spirit and manage the transition between offense and defense. Their own emotions frequently influence numerous college football players' psychology; different football players exhibit a range of emotions. Certain football players are extremely emotional during training; they have complete confidence in themselves, pay close attention to training, and have a solid grasp of

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training routines (Auer et al., 2021; Toprak, 2019). Although some football players are more emotional and have a strong desire to perform, they lack self-confidence; some football players are extremely depressed; they typically appear exhausted, and lack self-confidence, and their understanding of movement fundamentals and technique during the training process is extremely weak.

Kashani et al. (2015) conducted a study and established a research programme in response to this research topic. Dreger et al. (2015) study the experience of minimising sports injuries primarily from psychological training, utilising the method of psychological training in the process of football instruction. Bacchi and Licinio (2017) feel that when college football players compete in school-level games, their emotions are not stimulated and cannot perform at their optimum technical level.

In response to this research question, the author proposes a study of psychological factors and training methods in football teaching that affect Chinese college students during confrontational training. The study will be conducted at the School of Management, with test subjects being students enrolled in the football option class of the B Physical Education Department and separated into two experimental and two control groups. After 32 weeks of training at a rate of four hours per week, a significance test was performed on the exercise indices of the two groups of students. The physical fitness of the two groups of students was assessed before to the experiment, as indicated in Table 1. There were no significant variations in the indices of the two groups of pupils in the 100m, 30m, 1500m running, and standing long jump. The results of the physical fitness index test are provided in Table 2 following the trial. According to the findings, the experimental group's adversarial training had a clear beneficial influence on students' running ability and lower limb explosive strength. Figures 1 and 2 illustrate the before and after findings of an experiment examining the effect of adversarial training on football skills. As can be seen, confrontational training positively affects football skills development. Simultaneously, psychological development is critical in football training. The experimental group's antagonistic training had a clear beneficial influence on pupils' sprinting ability, lower limb explosiveness, and football abilities. Simultaneously, psychological development is critical in football training. This fosters the robust development of football training and contributes to the continual advancement of Chinese football. While most scholars have focused on football players' emotional and psychological training, there is a shortage of research on aggressive training at the moment.

This was not considered in previous research on the

psychological will of college football players; some athletes shrink when faced with difficulties in training, lack patience, and are unable to master the difficult training; some athletes develop a negative mental state during the training process, thereby affecting the football training results. According to the discussion above about the psychological status of football players in colleges and universities, it is clear that there are still numerous issues with college football players' psychology. Thus, to improve the psychological well-being of college football players, it is required to implement appropriate and reasonable measures, which is a critical task.

## Method

### Experimental subjects

Students enrolled in a management school's football option class. Choose four courses, each with 40 students, for a total of 160 pupils who have no prior experience with football training and are in good health and separated into two experimental and two control groups.

### Experimental method

The control class is taught traditionally, while the experimental class is taught in an adversarial manner. The two groups are identical regarding teaching numbers, teaching hours, and teaching methods. After 32 weeks of training at a rate of four hours per week, a significance test was conducted on the two groups' exercise indexes. SPSS14.0 software should be used to do statistical analysis on experimental data.

### Countermeasures to train athletes' psychological quality in football training

In light of the issues mentioned above regarding football development, football training must be fundamentally begun, combining the human culture of training with teaching students according to their aptitude and cultivating athletes' mental qualities as a critical component of physical education.

### Developing a positive attitude toward football and motivation

Before beginning football training, athletes' football awareness should be developed, and a strong football motivation should be among athletes. On the one hand, increase in athletes' knowledge, comprehension, mastery of football theory, and grasp of football's history and growth, football matches, and awards should be given to athletes. On the other hand, teach players the value of teamwork in football games; football matches are not won alone; winning a game involves the team's cooperation; increase athletes' team consciousness (Waller et al., 2015).

### Appropriate attitude toward education

Athletes can only change their mentality to be more engaged in football training and perform at their best. This involves a thorough awareness of oneself in daily training, the ability to set high standards for oneself, the development of a strong sense of duty, and a feeling of group honour. The difficulty of passing varies; concentrating on various training methods, allowing the feeling of movement to feel and experience more, adjusting mentality accordingly, and grasping the mental condition of training. For example, increasing the intensity of routine training, creating more scenarios for players to practice confronting and solving challenges, gradually cultivating willpower, and sensing the numerous situations during a game.

### Cultivate superior psychological skills and capacity for psychological adjustment

Football training is fraught with obstacles and setbacks; football is a game that involves both success and failure. Athletes must possess strong resolve and the ability to adjust psychologically. Otherwise, it is all too easy to give up in the face of defeat and adversity. Players should receive psychological therapy and adjustment during the routine training procedure following each training session or competition. Athletes can use a variety of ways to accomplish the adjustment goal, including self-suggestion, relaxation, and breathing adjustment. Only a strong mentality is capable of overcoming further obstacles. As a result, attention should be directed to the development of

football players' willpower and ability to change psychologically (e Pina et al., 2021; Karim, 2021; Lima et al., 2021; Serinolli & Novaretti, 2017).

### Enhance the athlete's ability to self-regulate through psychological awareness

A strong capacity for self-regulation enables athletes to release tension during sports or games. Only from the athlete's mental awareness and attitude, we can effectively develop the athlete's psychological quality and ability to self-regulate, hence promoting the total quality of athletes. Only in this manner it can address the root causes of football's development problems, support the game's further development, and simultaneously train more football players for the country and reserve talents who aspire to play football (Pereira et al., 2019).

### Mathematical statistics

SPSS14.0 software was used for statistical analysis of experimental data.

## Results and analysis

### Test results of physical fitness indicators before the experiment

To explore the influence of confrontational training in football training teaching, the physical fitness of the two groups of students was tested, after t test, the indicators of the two groups of students in the 100m, 30m, 1500m running and standing long jump, there is no significant difference, see Table 1.

Table 1

#### Physical fitness before the experiment

Class	100m/s	30m/s	1500m/s	Standing long jump/m
Experimental class	13.69±0.42	5.29±0.89	375.49±55.19	2.61±0.89
Control class	13.72±0.87	5.19±0.19	368.19±41.29	2.54±0.97

### Test results of physical fitness indicators after the experiment

Table 2 shows results after the core training experiment. The physical fitness indicators of the control group lag behind than the experimental group. Among them, the two

indicators of 30m and 1500m have significant differences ( $P < 0.05$ ). The two indicators of 100m and standing long jump have very significant differences ( $P \leq 0.01$ ). It can be seen that the adversarial training of the experimental group has an obvious promotion effect on students' running ability and lower limb explosive power (Sun et al., 2020).

Table 2

#### Physical fitness after the experiment

class	100m/s	30m/s	1500m/s	Standing long jump/m
Experimental class	13.19±1.29	4.79±1.09	367.49±55.19	2.72±0.77
Control class	13.69±0.31	5.19±0.31	375.19±41.29	2.51±0.98

### Football skill test results before the experiment

To explore the effect of confrontational training on 'students' football skills, before the experiment, the football skill scores of the two groups of students were tested, after t-test there is no significant difference. Figure 1 shows the football skills before the experiment. It shows that the two groups of students had the same level of football skills before the experiment.

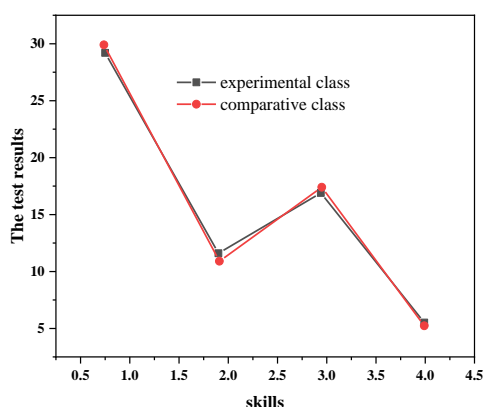


Figure .1 Football skills before the experiment

### Football skill test results after the experiment

Figure 2 shows that after the core training experiment, football skill indicators of the students in the control group are lagging behind the experimental group, among the indicators such as 1min bumping, dribbling around the shot, kicking far and 25m kicking accuracy, etc.. All showed significant difference ( $P < 0.05$ ). These football skills are determined by body control, balance, and lower limb strength. These abilities can be improved in adversarial training. It can be seen that confrontational training has a certain promotion effect on football skills.

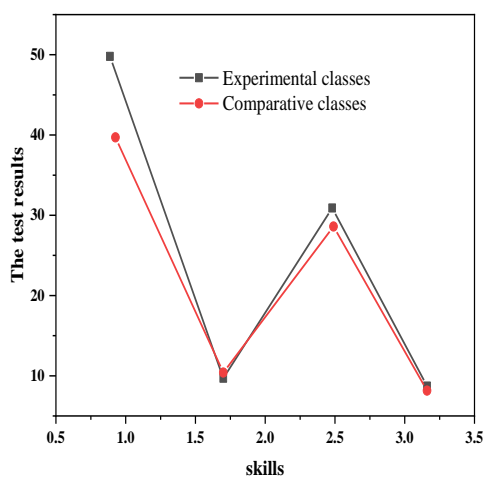


Figure. 2 Football skills after the experiment

### Discussion

The comparison of the above experimental results demonstrates that antagonistic training significantly improves the physical fitness and football skills of football players. This is because antagonistic training is the body's centre and centre of gravity. It is a conveyor belt that controls the force of the upper and lower limbs and serves as a coordinated and stable role for the conveyor belt. Core muscle group exercises improve nerve control of muscles and increase hip joint flexibility. They also benefit in transmitting unstable upper limb power to lower limbs, avoiding unnecessary power loss. This heart muscle group exercises strengthen and stabilise the centre of gravity. For example, static support and supporting walking in exercise significantly affect stability and coordination. Due to the fierceness and intensity of football, the athlete's body posture is frequently unstable, requiring football players to have a strong balance ability. Although the muscles of the hip joint and pelvis in the core area are separated from the muscles of the limbs and are not directly involved in human movement, the muscle contraction, and stability in the core area (which is closely connected to the muscles of the limbs) provides a point of support for sports and ensures cohesion. For instance, when a football player is moving quickly and kicking the ball (kicking far, bumping the ball, or shooting), the athlete's body must perform large-scale flips, floats, and jumps, among other movements. The core muscle group can stabilise the trunk and limbs, and when the limbs exert force, they all rely on the rest of the core conduction and control to complete.

#### Improving athlete's willpower and concentration

Real simulation training can strengthen athletes' willpower and concentration throughout their football training. Real football simulation games are practical games. They may effectively train football players' psychological qualities, teaching them to manage their psychological pressure and exhaustion.

Adopting authentic football matches that boost football players' willpower significantly are needed. Strong willpower is one of the required psychological characteristics of football players, as it enables them to overcome obstacles and find a better solution in the face of adversity. Thus, when football players are apprehensive and nervous, coaches should immediately use encouraging or comforting words to help them overcome their anxiety. Similarly, when football players have scary thoughts, they should be urged to remain positive and courageous. Only in this manner will we produce superior football players with greater willpower.

It can increase the authenticity of football matches, improve football players' observation and attention, and improve

football players' capacity to avoid distraction from the outside world. Football players have a high level of concentration, which can help them better minimise external interference, allowing them to engage in the game with a complete mental state, accurately judge the path of the game, and maintain a stable emotional condition. Thus, through daily authentic football matches, football players can increase their understanding of the game while also keeping in mind the peculiarities of the opposing players to achieve the goal of strengthening one's observation and focus.

#### **Adversarial training degree and competition experience of training course**

The more experience you have in the game, the more prepared you will be. The greater the training level of the entire football squad, the more easily the emotion of gaining strength will manifest. On the other hand, it will manifest a sense of weakness. When I played in my first football game, I quickly learned that if college football players do not perform properly, the result will be less than desirable. This is because athletes will have nervous emotions upon entry, which will cause their movements to become stiff, their reaction and concentration to be impaired, and they will be unable to perform at their usual training level. This is primarily due to emotional reasons, and thus it is necessary to increase the psychological quality of athletes' training and actual combat training. To avoid athletes from being apprehensive on the field, it is vital to coach college football players in a targeted manner and reinforce their skills with purpose. Real simulation games and friendly matches can help athletes build their self-confidence.

#### **Factor Analysis of Football Players' Psychological Quality**

The development of psychological quality factors in football players is necessary like psychological qualities and psychological potential. Psychological traits directly reflect an athlete's psychological quality, which is represented in the athlete's self-recognition and problem-solving abilities, which can be embodied in self-regulation ability and willpower. The psychological potential is also innate. It serves as the foundation for developing athletes' various psychological characteristics. It serves as the internal driving force for the overall development of athletes' personal qualities; it can be continuously stimulated by improving various psychological characteristics. However, it can also hinder the development of athletes' personal-psychological qualities if the psychological potential is acquired without proper training. Acquired variables like psychological quality, psychological behaviour, and so on, are inextricably linked

to inborn factors; they depend on the gradual construction and development of athletes' intrinsic psychological components.

Psychological quality embodies an athlete's training initiative. It is highly dependent on the athlete's living environment and acquired training. Acquired knowledge and training, the ability to overcome setbacks and obstacles, and the cultivation of one's willpower all contribute to developing positive psychological characteristics in football players. The psychological quality is favourable, conducive to fostering athletes' excitement and initiative while training, and their level of passion for football, which is directly tied to the individual's progress in football. Mental behaviour is the comprehensive exterior performance of an athlete's many psychological characteristics. It represents various aspects, including the athlete's psychological quality and psychological potential, which is a critical criterion for goodness. The psychological quality of a football player can be broadly classified into those mentioned above congenital and acquired factors. Football mobilisation training is inextricably linked to personal psychological factors, which indirectly affect the effect of training. Therefore, we should acknowledge the relevance of numerous psychological quality aspects in football players, prioritize study and training on these factors, and work to improve football players' overall quality and ability. This should begin with fostering positive psychological traits.

#### **Conclusion**

The author demonstrates that adversarial training has a significant improvement effect on football players' physical fitness and football skills. This is because antagonistic training is the body's centre and gravity like a conveyor belt. The core muscle group exercises improve the nerves' ability to control muscles and increase hip joint flexibility; cultivating psychological quality is critical in college football training because it can increase athletes' enthusiasm and initiative in training, stimulate athletes' creativity and exploratory nature, and promote the overall development of athletes' competition skills. Mental behaviour is the comprehensive exterior performance of an athlete's many psychological characteristics. It represents various aspects, including the athlete's psychological quality and psychological potential, which is a critical criterion for goodness. The psychological quality of a football player can be broadly classified into those mentioned above congenital and acquired factors. Football mobilisation training is inextricably linked to personal psychological factors, which indirectly affect the effect of training. This fosters the robust development of football

training and contributes to the continual advancement of Chinese football. Thus, appropriate and effective measures should be adopted in football training. A high premium should be placed on training athletes' psychological qualities. It is vital to enhance athletes' psychological quality training continually. In the future, tests can be conducted using large data test samples.

## Implementations

### Theoretical Implementations

This study fills a theoretical need by conducting a detailed investigation of the effect of psychological elements on the teaching approach used in Chinese institutions. Thus, this study has clearly defined various variables to establish a relationship between experimental and comparative classes in football training and teaching and to emphasise which process is critical and the significance of football teaching through various skill training methods that influence psychological factors in training methods. Additionally, this study is based on aspects that have not been mentioned previously concerning the football teaching method in a Chinese institution. This study discovered a theoretical gap and carefully addressed it theoretically to explain the relationship between the psychological elements affecting football teaching methods in Chinese universities.

### Practical Implementations

This study addresses the practical gap and recommends that if football training is provided appropriately to students at Chinese colleges to enhance their skills and capacity building, it will be relatively easy to manage strong relationships with students and their positive role in teaching. On the other hand, this research examines how flawless football training has harmed students at Chinese colleges because students desire to learn by heart. Still,

when they are provided with equal opportunities and professional training, their attitude toward the development and teaching of football is diminished. As a result, they lack confidence due to psychological factors that affect them directly but are invisible to them. On the other hand, it is a fact that when football training is provided without regard for the requirements and understanding of college students in China, negative capabilities are developed in the students, and their approach to the teaching standard is negative and a long way from the practical approach necessary to achieve the objective. Additionally, more effective confidential instruction would be supplied to Chinese college students, resulting in a more positive mentality in the pupils, allowing them to learn by heart. Thus, this research aims to ensure that psychological variables are incorporated while developing football teaching techniques for Chinese college students.

### Limitations

Future research should be based on the role of 'students' behaviour and values when it comes to the training method affected by the psychological factors in the students that are not addressed by any study yet. This is a limitation of the study because the purpose of this study was to address the psychological factors only, to understand the training methods affecting Chinese college students.

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