

The Application of Psychological Training in Tennis Teaching for Young Players

Zhuowei Li^{1,2}

¹Zhuhai College of Science and Technology, Zhuhai, 519040, Guangdong, China

²Philippine Christian University Center for International Education, Manila, 1004, the Philippines

Abstract: Tennis has a strong competitive feature. In the process of participating in the competition, both parties need to compete with each other in terms of physical functions and technical and tactical skills under high intensity, and also need to timely eliminate the various pressures derived from different competition environments and situations. Therefore, paying attention to organizing and carrying out psychological training activities in the training process can help young athletes strengthen their own anti pressure ability, mobilize them to master some effective methods to resolve bad emotions, and then enhance the athletes' sense of self-efficacy in the imperceptible process. In this way, young athletes can be encouraged to give full play to their individual sports skills in the process of participating in the competition, and help their competition level to improve effectively. Based on this background, this paper explores the application value of integrating psychological training into tennis teaching, and puts forward targeted integration suggestions, hoping to help young athletes effectively improve their training efficiency and competition performance.

Keywords: Psychological Training; Young Athletes; Tennis Teaching

1. Introduction

In the process of young athletes participating in tennis training activities, coaches should not only attach importance to the transmission of theoretical knowledge and practical skills, but also set up some psychological training activities for young athletes, aiming to promote young athletes to constantly improve their individual learning attitude, and participate in the learning process of diversified professional tennis knowledge with a more positive personal attitude. At the same time, it is important to cultivate young athletes' strong fighting ability to ensure that they always devote themselves to learning and keep a clear mind in the process of participating in daily training activities and competitive competitions. With their strong physical functions and superb technical and tactical skills, they can overcome difficulties and win awards.

2. The significance of integrating psychological training with tennis teaching

2.1. Help young athletes have good psychological quality

Because teenagers are usually in a good period of rapid physical and mental development, they often need to participate in diversified forms of educational activities, provide guidance from different dimensions, and then comprehensively inspire teenagers' thinking, so as to promote teenagers to form a sound personality and psychological quality.[1] To this end, providing psychological training for teenagers in the process of tennis teaching can help them master a lot of common sense of mental health, independently dispel negative emotions, combine observation, thinking and judgment, and gain rich experience with their own experience, thus continuously strengthening their personal will quality and helping their psychological quality level to improve.

2.2. Cultivating the unique personality of young athletes

Because young athletes have their own distinct and unique personality, they will be externalized into corresponding words and deeds. Therefore, in the process of organizing and carrying out tennis teaching, each athlete can be guided scientifically according to his/her own temperament type and personality characteristics, and at the same time, ensuring that the psychological training offered matches his/her

personal interests and hobbies, meeting the individualized cognitive level of young athletes, and striving to tap his/her own positive psychology to promote him/her to constantly improve himself/herself in the process of participating in sports activities, have good psychological quality of individuation.[2]

2.3. Promote the enhancement of the competitive ability of young players in tennis events

The high and low level of psychological quality will have a significant impact on the tennis training results and the final results of the competition. Therefore, in the process of organizing and carrying out tennis teaching activities, it is bound to pay attention to providing scientific guidance to young athletes to ensure that they can face the adverse factors with a positive attitude and further overcome difficulties and setbacks. By adopting targeted strategies to adjust personal thoughts, words and deeds, we can ensure that we can maximize our personal advantages. Then we can participate in training and competition activities with a positive attitude, which will have a potential impact on their personal tennis competition strength and achieve long-term stable progress.

2.4. Helping young athletes improve their social adaptability

After a long period of psychological training, teenagers can often form a strong psychological quality. In this way, they can not only gain more stable output advantages and fully display themselves in the process of participating in tennis, but also smoothly transfer many positive psychology to real life, learn to actively find, summarize and analyze problems, and then try their best to actively solve a variety of problems. It will promote their individual social adaptability and lay a good foundation for their future long-term development.

3. A feasible way to integrate psychological training in tennis teaching for teenagers

3.1. Set target as guidance

A clear goal is not only the direction of struggle for everyone, but also the driving force to move forward. Therefore, when organizing and carrying out tennis teaching, we can use the goal guidance method to fully stimulate the young people's belief in active struggle and climbing the peak, and then put in persistent efforts to optimize their sports skills and constantly enhance their physical quality. At the same time, learn to deal with the unexpected situations encountered in the process of daily sports or competitions [3].

Specifically, we can divide the levels of young athletes according to their sports abilities and learning achievements, and urge them to reflect on their own practical training level. After reaching a consensus, we can set differentiated learning and training goals for different young athletes: for some young athletes who are just beginning to learn, we should set quite basic goals for them. That is, master basic service skills within one week; For some young athletes who have been introduced for a certain period of time, they are required to master the corresponding combat skills within a limited time; For some young athletes who have been able to apply tennis skills skillfully and have a strong training foundation, they should be mobilized to actively participate in diversified competitive events, and summarize their personal experience and constantly improve themselves during the competition. When many young athletes have clear personal short-term learning direction and goal, they will participate in many training activities with a more positive and active attitude.[4] Even if they encounter any difficulties in the process of participating in training activities, they will use their brains and find ways to overcome the difficulties, and finally have a strong will and spirit of struggle. In addition, young athletes will be better at thinking, and strive to improve and consolidate their personal sports skills.

3.2. Provide psychological guidance

When conducting sports psychological training for tennis events, the self-suggestion method is also a quite common method. It can help athletes enhance self-confidence, teach athletes to regulate their inner emotions, gain a relaxed personal state, and then can focus more on achieving the purpose of training activities, completing competition tasks, and improving their personal anti-interference ability.

For example, serving is a very important link for tennis, and everyone has only one chance. Therefore, many young athletes are more likely to cause service errors due to nervousness on the playing field. Once the success rate of players' serving can be improved, it can effectively relieve their inner tension. At this

time, the athletes can use the self-suggestion method to optimize the service activities, that is, they can hit the ball several times before serving, adjust their breathing rhythm with the rhythm of the ball in the process of hitting, and then make the service action after it is calm, so as to improve the accuracy of service activities and fully stimulate the self-confidence of young athletes. Once mistakes occur in the course of the competition, young athletes can be mobilized to quickly make a self-suggestion: "It's just a mistake. It doesn't matter. There are many challenges in the process of the competition. As long as I can keep playing steadily, I will be able to recover the points lost here." Even if there is a great disparity in scores on the field, young athletes should also give themselves positive psychological hints: "I must stick to it, only cowards will be afraid of facing failure, as long as they can stick to it, they will also win." By organizing young athletes to participate in self-suggestion training, it can help strengthen the positive psychology of young athletes, promote them to show themselves more positively and confidently in the process of participating in learning, training and competition activities, and at the same time, strive to tap their internal potential, actively summarize and accumulate experience in the competition.[5]

3.3. Set up mind training activities

The application of the idea training method means that young athletes combine their own existing knowledge and experience in the process of participating in training and competition activities, transform many images retained in their minds into corresponding scenes, and complete tasks in the form of thinking drills. Generally speaking, this method is quite suitable for technical training and tactical training. Teenagers should learn about the corresponding technology with the help of learning and practice to create a stable learning impression, and then combine the established information to complete muscle expression, accurately restore the technical traces in their minds, and achieve the desired training effect.

For example, when teaching the "high pressure ball technology", multimedia technology is used to repeatedly play the video of tennis games, to mobilize young athletes to watch the high pressure ball technology applied by athletes in the course of competition, and to analyze the specific operation mode and skills of this technology. At the same time, coaches should analyze the details and restore the concrete implementation principle and integrity formation process of this technology with flash animation to deepen the learning impression in the minds of young athletes. Since then, young athletes have been asked to rehearse repeatedly in their minds, and imagine how to operate to achieve the above effects when they have already stood on the playing field. In the end, coaches provide practical activities opportunities for young athletes to help them restore their personal imagination to actual action, restore the above technologies in combination with personal experience, and reflect on the application results they finally harvest, and then repeat the idea drill. In the above cycle, young athletes can find their own shortcomings and actively correct them.

3.4. Set up actual training activities

In order to ensure the good results of psychological training activities and promote teenagers to always have a stable mood and strong will in the process of participating in tennis, we should actively organize and carry out practical training activities, so as to interfere with teenagers in combination with authentic scenes, encourage them to gain experience and adjust themselves in the process of participation, and always calmly face various emergencies, help their personal psychological quality to improve continuously.

For example, many "foreign aid" are invited in the venue, and they are required to make a variety of voices on the auditorium to interfere with young athletes, while many young athletes need to compete with others and participate in the competition based on this environment. Score young athletes according to their performance on the court, give them targeted evaluation, provide them with reasonable suggestions for improvement, promote good methods to keep focus on harvest, and learn self-regulation. In addition, we can also invite competition judges of different styles for young athletes on the court, such as amiable and ruthless. At the same time, we can set up a "miscarriage of justice" link to test young athletes to confirm whether they can bear the pressure and concentrate on completing the competition. For the competition environment, you can also choose different weather settings for the competition, either hot sun or light wind and rain, to improve their environmental adaptability.

3.5. Set up simulation training activities

As far as today's tennis training is concerned, simulation training is a kind of advanced exercise means, that is, to preset various problems that may be faced, and to teach young people to use the correct

mentality and methods to face many "unexpected situations", so as to enhance their personal psychological quality while participating in special training activities.

For example, select a partner as a competitor for teenagers, mobilize two athletes to study each other's service style and playing skills, and then develop a set of practical competition programs, which will be used as the basis for training activities. After a period of time, repeat practice drills, understand their respective practice effects, and summarize all kinds of unexpected situations on the tennis court in the past, select events with a high probability of occurrence to guide teenagers to carry out simulation exercises, such as setting "how to deal with opponents and seize the opportunity to break the situation and win when the key situation is 40 to 40". Combined with diversified simulation training activities, it can cultivate a more stable psychological quality of young athletes, promote them to quickly calm down and calmly respond to diversified emergencies, find the best solution to the problem, and combine their existing knowledge and skills, and combine flexible practice to achieve success. This way is beneficial for young athletes to successfully enhance their personal tennis skills, have a sound personal personality, and highlight the value of tennis teaching.

4. Conclusion

To sum up, for any sports event, physical quality, technical and tactical skills and psychological quality are very important factors, but in most cases, they will pay more attention to the former two, always spend a lot of time and energy to lead athletes to participate in training, to ensure that athletes can have a stronger physique, more standardized operation and more flexible technical and tactical application skills. However, it ignores the cultivation of the athletes' own psychological quality. Up to now, many athletes with good physical quality and technical and tactical skills have lost their competitive advantage when competing because they do not have good psychological quality, and it is difficult to fully demonstrate their true competitive level. Therefore, in the process of developing tennis teaching for young athletes, it is bound to grasp the golden period of talent training, take good measures to mobilize young athletes to participate in comprehensive psychological training, promote young people to have a good ability to resist setbacks, and help them achieve lifelong development.

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