

Influence of Psychological Obstacles on Teenagers' Learning of Sports Skills and Countermeasures

Huang Shiyan

Guangxi Normal University, Guilin, China

Abstract: In recent years, people pay more and more attention to the influence of psychological barriers on teenagers' learning and development, especially in the acquisition of sports skills. Motor skill learning refers to the process of performing tasks faster and more accurately through practice^[1]. Adolescence is a critical period to acquire and improve sports skills, which are essential to participate in sports activities and succeed. However, individuals with psychological disorders may face unique challenges in learning and mastering these skills. The purpose of this paper is to explore the influence of psychological barriers on teenagers' motor skill learning, and put forward effective strategies to reduce its influence. By understanding the special difficulties faced by adolescents with psychological disorders in acquiring motor skills, educators, coaches and health care professionals can formulate targeted interventions to support their learning and development. Generally speaking, this study aims to contribute to the existing cross-literature on adolescent psychological barriers and motor skills learning, with the ultimate goal of providing intervention and support systems for this vulnerable group.

Keywords: psychological barriers, motor skills learning, countermeasures

1. Introduction

Adolescence is an important stage of individual physical and mental development, and psychological barriers may have a significant impact on teenagers' motor skills learning. With the increasing popularity of mental health problems among teenagers, such as anxiety, depression and stress, we must realize the negative impact of these problems on teenagers' motor skills learning. The purpose of this paper is to explore the influence of psychological barriers on teenagers' learning of sports skills, analyze the reasons, and put forward corresponding countermeasures and suggestions in order to provide theoretical support and practical guidance for alleviating this problem. Through in-depth research and discussion, we hope to have a clearer understanding of the relationship between adolescent psychological barriers and motor skill learning, and promote the all-round and healthy development and growth of adolescents.

2. The influence of psychological barriers on teenagers' learning of sports skills

2.1. Definition and classification of psychological disorders

Psychological disorder refers to various abnormal psychological processes and abnormal personality characteristics of abnormal behavior patterns caused by physiological, psychological or social reasons. It is a person's inability to act in an appropriate way recognized by society, so that the consequences of his actions are not suitable for himself and society^[2]. These obstacles will seriously affect the ability of teenagers to learn and develop sports skills. It is necessary to understand different types of psychological barriers and their specific characteristics in order to effectively solve their influence on the acquisition of sports skills of teenagers.

Psychological disorders can be divided into different categories according to their symptoms and potential causes. This classification system enables mental health professionals to better understand and diagnose these diseases, so as to formulate more effective treatment strategies. A commonly used classification system is the Diagnostic and Statistical Manual of Mental Disorders (DSM), which provides a comprehensive framework for organizing and describing different mental disorders. This handbook classifies diseases into different categories, such as emotional disorder, anxiety disorder,

personality disorder and mental disorder. Each category contains a unique set of symptoms and is considered to have different potential causes. Understanding the classification of psychological disorders is very important for clinicians to accurately evaluate and solve the specific needs of individuals seeking help. The common classification system is the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). DSM-5 is widely regarded as a comprehensive classification system used in the field of mental health. Developed and published by the American Psychiatric Association (APA), it provides a valuable resource for clinicians, researchers and decision makers. DSM-5 provides a standardized framework for the identification, diagnosis and classification of various mental disorders. The classification system is updated regularly to incorporate new scientific knowledge, clinical insights and progress in understanding mental health status.

Anxiety disorder is a common mental disorder in clinic, including social phobia, panic disorder, generalized anxiety disorder and specific phobia^[3]. Anxiety disorder is characterized by excessive and persistent worry, fear and anxiety. These obstacles will lead to avoidance behavior and interfere with teenagers' ability to concentrate and perform well in sports. These obstacles refer to anxiety and depression, which will have a far-reaching impact on teenagers' daily life, especially in their ability to concentrate and perform well in sports.

In addition, the existence of depression will seriously damage teenagers' attention. Depression is a common mental illness that can occur at any age. Its main clinical features are persistent and long-term depression and lack of interest^[4]. Quick thinking, excessive worry and persistent anxiety will make it difficult for them to concentrate on the task at hand and ultimately affect their performance in sports. Therefore, these obstacles not only affect the mental health of teenagers, but also have obvious effects on their physical fitness and sports performance.

Attention deficit hyperactivity disorder (ADHD) is a common neurodevelopmental disorder in childhood, and the prevalence of ADHD in children in China is as high as 5.6%^[5]. Attention deficit hyperactivity disorder (ADHD) is a complex neurodevelopmental disorder characterized by persistent attention difficulties, hyperactivity and impulsiveness. 30%~50% ADHD children will have motor problems, showing poor motor control ability^[6], and lead to serious consequences^[7]. This kind of situation usually occurs in childhood and may last until adulthood, causing great damage to all aspects of personal life. People with ADHD may have difficulty in maintaining attention and are easily distracted by external stimuli or internal thoughts. By understanding the definition and classification of psychological barriers, we can formulate effective strategies to reduce their influence on teenagers' motor skills learning.

2.2. The influence of psychological barriers on teenagers' learning of sports skills

The influence of psychological barriers on teenagers' learning of sports skills is a very important topic. Adolescence is a critical period of physical and psychological development, and participating in sports activities can have a great impact on their overall well-being. However, psychological barriers will hinder the learning process and the acquisition of motor skills. It is very important to understand the specific effects of these diseases on teenagers' motor skills learning for formulating effective strategies to support their development and health.

Psychological disorders such as anxiety, depression, attention deficit hyperactivity disorder (ADHD) will have a negative impact on teenagers' learning of motor skills. Psychological disorders, including anxiety, depression and attention deficit hyperactivity disorder (ADHD), have been identified as potential obstacles for teenagers to acquire and develop motor skills. These obstacles may be very harmful to the learning process, which hinders the ability of individuals to fully participate in and be good at sports activities. For example, anxiety may lead to excessive worry and self-doubt, which may lead to decreased confidence and performance anxiety. Similarly, depression can be manifested as lack of motivation, interest and attention, which makes it difficult for teenagers to fully participate in physical exercise and effectively acquire new skills. In addition, individuals with ADHD may struggle with impulsiveness, inattention and ADHD, which will seriously hinder the learning and improvement of motor skills. Therefore, it is very important for coaches, educators and health care professionals to identify and solve these psychological obstacles and provide appropriate support and intervention to optimize the learning environment and enhance the sports-related experience of teenagers. By cultivating a comprehensive approach that takes into account the unique needs and challenges related to these diseases, we can help young athletes overcome these obstacles and give full play to their potential in sports.

In addition, psychological barriers will also affect the emotional health of teenagers, leading to a decline in enjoyment and interest in sports activities. Teenagers with psychological disorders may experience high pressure and negative emotions, thus affecting their ability to fully participate in and participate in motor skills learning. The existence of psychological barriers may also increase the possibility of social withdrawal and isolation, further hindering their opportunities to develop skills through peer interaction and team sports. Solving the influence of psychological barriers on teenagers' sports emotional experience is very important to promote their all-round development and actively participate in sports skills learning.

3. Analysis of the mechanism of psychological barriers' influence on teenagers' learning of sports skills

The influence of psychological barriers on teenagers' learning of sports skills is a topic of increasing concern in the fields of psychology and sports science. Sports skills refer to the precise execution of actions, such as tennis players choosing to activate muscles at the right moment to complete the required actions with the greatest accuracy, or riding a bicycle, playing the violin and pointing the mouse pointer to the target point on the screen accurately^[8]. A large number of studies show that psychological disorders such as anxiety, depression, attention deficit hyperactivity disorder (ADHD) will significantly affect the acquisition and development of adolescents' motor skills. Various studies have consistently shown that psychological disorders, including anxiety, depression and attention deficit hyperactivity disorder (ADHD), have a great influence on the acquisition and development of teenagers' motor skills. The findings of these numerous studies clarify the complex relationship between mental health and motor skill proficiency. Anxiety patients usually show impaired motor coordination, which makes them easy to encounter difficulties in tasks that require precise motor coordination. Similarly, due to the decrease of motivation and energy level, people with depression may encounter challenges in performing motor skills. In addition, teenagers with ADHD usually face obstacles in maintaining sustained attention and impulse control, which may adversely affect their ability to master motor skills.

One of the main mechanisms that psychological barriers affect teenagers' learning of motor skills is the interruption of attention and concentration. Psychological barriers will have a great impact on teenagers' learning of motor skills, mainly disturbing their attention and concentration. In recent years, the current situation of children's attention development in China is not optimistic, and the phenomenon of insufficient or lack of concentration is prominent, and it shows a trend of rapid increase and younger age^[9]. The ability to concentrate is very important for acquiring and improving the motor skills needed in sports activities. However, people with psychological barriers may encounter difficulties in maintaining attention, resulting in a decline in learning efficiency. These disorders, such as attention deficit hyperactivity disorder (ADHD) or anxiety disorder, will damage the cognitive processes necessary for skill acquisition, including information processing, working memory and decision-making. In addition, the emotional and psychological troubles related to these diseases will further hinder the concentration, because individuals may focus on their own symptoms or negative thoughts, making it difficult to fully participate in the learning of motor skills. Therefore, as a part of intervention strategy, it is very important for professionals who work with adolescents with psychological disorders to identify and solve attention and attention interruption. By implementing targeted interventions to improve attention and concentration, such as mindfulness techniques or cognitive behavioral therapy, adolescents with mental disorders can have more opportunities to acquire and master motor skills, thus improving their overall well-being and quality of life.

Another mechanism that psychological barriers affect teenagers' learning of motor skills is to adjust their emotional state. Emotion, as a regulator, can influence the consequences of a cognitive activity by initiating, interfering, organizing or destroying it, and can also make cognitive behavior more efficient according to specific environmental conditions, personality characteristics and task characteristics, combined with the situation^[10]. Teenagers with anxiety or depression may experience a high degree of stress, fear or sadness, which will have a negative impact on their learning ability and effective performance of sports tasks. These emotional states will interfere with the individual's ability to adjust the level of arousal, resulting in impaired motor coordination and performance. In addition, negative emotions will disturb individuals' self-confidence and belief in their own abilities, and further hinder their progress in skill acquisition and mastery.

4. An empirical study on the psychological barriers of teenagers' learning sports skills

In recent years, people are more and more interested in understanding the influence of psychological barriers on teenagers' motor skills learning. A large number of empirical studies have been conducted to test the relationship between psychological factors and the acquisition of motor skills in this population. This section aims to comprehensively review the empirical research conducted so far, emphasizing the key findings and the impact of practice.

In a large number of documents, one of the most powerful and reliable findings is that anxiety has a sustained negative impact on the acquisition and development of adolescent sports skills. Anxiety refers to an unpleasant feeling. You are nervous and have a premonition that something bad is going to happen and it is difficult to deal with it^[11]. A large number of studies have consistently shown that anxiety, whether caused by internal factors such as personal characteristics or external factors such as high-pressure environment, will significantly hinder the learning process of motor skills at this age. Teenagers who experience high anxiety usually show impaired attention, decreased working memory ability and decreased information processing speed, all of which are crucial cognitive components in motor skill learning. In addition, anxiety has been proved to destroy the best function of motion control system, leading to the decline of coordination, accuracy and fluency of movements. These harmful effects not only hinder the acquisition of new sports skills, but also hinder the improvement and consolidation of previously acquired skills. Therefore, educators, practitioners and researchers must realize the adverse effects of anxiety on teenagers' motor skills learning and formulate effective strategies and intervention measures to alleviate its effects. By solving the obstacles related to anxiety, we can improve the physical education learning experience of teenagers and promote their all-round development and happiness. It is found that anxiety characterized by excessive worry and fear will damage individuals' ability to allocate attention resources effectively. This means that anxious people may find it difficult to focus on relevant information and easily distracted by irrelevant stimuli. In addition, anxiety hinders the development of effective exercise mode, making it difficult to carry out coordinated and accurate exercise. This can be reflected in various fields, such as sports, performing arts and even daily activities like writing or typing. In a word, the harmful effects of high anxiety on the attention process, information processing and the development of motor patterns highlight the importance of solving and managing anxiety to promote the best cognitive and motor functions. Therefore, by giving priority to managing anxiety in the context of motor skill learning, we can promote the all-round development of teenagers and give them the tools and mentality necessary for success not only in sports but also in all aspects of life.

Besides anxiety, self-efficacy has become another important psychological factor affecting teenagers' learning of sports skills. Self-efficacy is an ability belief that an individual can successfully accomplish a specific task by mobilizing his own motivation, cognition and other resources in a certain environment, among which substitution experience, social persuasion and physiological and emotional state are the main factors affecting his self-efficacy^[12]. People with low self-efficacy emphasize their incompetence and the difficulty of the task, which will cause anxiety and fear in learning, thus affecting the completion of the task^[13]. When it comes to sports, teenagers with high self-efficacy usually learn new skills with confidence, perseverance and greater willingness to accept challenges. They are more likely to set ambitious goals for themselves and make the necessary efforts to achieve them. On the other hand, people with low self-efficacy may doubt their abilities and be afraid to try new skills, resulting in limited development and progress of their sports. Therefore, it is very important for coaches, trainers and educators engaged in the work of young athletes to understand the role of self-efficacy in the acquisition of sports skills. By creating a positive and supportive environment to enhance self-efficacy beliefs, these professionals can effectively promote their skills development and overall sports performance. Self-efficacy is not limited to self-confidence; On the contrary, it is deeply rooted in the individual's cognition of his own ability, which in turn affects his motivation, decision-making and overall performance. When individuals have a high sense of self-efficacy, they are more inclined to set challenging goals for themselves, persevere when encountering obstacles, and show resilience when encountering setbacks. On the contrary, people with low self-efficacy may doubt their abilities, feel incompetent more easily, and even avoid tasks that they think are beyond their abilities. Many studies have consistently confirmed the correlation between the improvement of self-efficacy and the improvement of grades, as well as the enhancement of perseverance in the face of obstacles. Therefore, intervention measures aimed at improving self-efficacy may be beneficial to promote effective skills learning of teenagers.

5. Intervention measures for adolescents' psychological obstacles in learning sports skills

5.1. Good sports environment and targeted training

Motor skill learning is a process of acquiring the coordination ability of body movement and action, and its learning effect depends on both effective training methods and practice conditions^[14]. In order to effectively solve the influence of psychological barriers on teenagers' motor skill learning, it is very important to implement targeted strategies and intervention measures. First, a supportive and inclusive environment must be provided. In recent years, the relationship between sports environment and teenagers' psychological barriers has become an important interest and research topic. Many studies emphasize the influence of sports environment on the development and performance of psychological obstacles of young athletes. Understanding the complex relationship between sports environment and psychological barriers is very important for effectively solving and alleviating its negative impact on teenagers' sports skills learning.

The sports environment contains many factors, which will affect the mental health of young athletes. These factors include but are not limited to coach style, peer relationship, parents' participation, competitive pressure and the overall atmosphere in the sports environment. Research shows that the negative sports environment characterized by excessive pressure, lack of support or excessive competition will lead to psychological barriers such as anxiety, depression and eating disorders among teenagers. On the other hand, a positive and supportive sports environment helps to improve the mental health of young athletes and promote their all-round development. Positive coaching style, healthy competition, social support from peers and parents, and cultivating atmosphere are all conducive to creating a positive sports environment. For sports organizations, coaches, parents and educators, it is very important to create and maintain an environment conducive to cultivating young athletes' mental health, so that they can thrive in the process of learning sports skills. By understanding the relationship between sports environment and psychological barriers, effective strategies and interventions can be implemented to support adolescents' mental health and the acquisition of sports skills. Teenagers with psychological disorders may often feel isolated or stigmatized, which may hinder their motivation to participate in sports activities. Therefore, it is very important for coaches, teachers and peers to create an atmosphere of acceptance and understanding, in which people with psychological barriers will get sympathy and respect. By cultivating a sense of belonging and reducing the fear of judgment, teenagers with psychological barriers are more likely to participate in sports and develop their skills.

In addition, the implementation of personalized training programs is very beneficial to adolescents with psychological disorders. These plans should take into account everyone's specific needs and challenges. By customizing training according to their abilities and providing necessary facilities, such as improved equipment or extra support, teenagers with psychological disorders can overcome obstacles and succeed in skill development. In order to promote the skills development of adolescents with mental disorders, it is very important to customize training according to their individual abilities and provide necessary facilities. By doing so, we can effectively solve the obstacles they may face and create an environment to promote their success. One way to achieve this is to modify the equipment or tools used in training courses to ensure that they are available and suitable for their specific needs. It is through these tailor-made methods and facilities that we can create a positive and inclusive training environment and promote the growth and personal achievements of young people with psychological disorders. By customizing the plan according to everyone's specific needs and goals, it creates a sense of empowerment and ownership of the self-improvement journey. This personalized approach enables individuals to set realistic and achievable goals, which in turn enhances their confidence in their ability to succeed. When they see real progress and positive results, their self-confidence and self-efficacy will be further enhanced, and a greater sense of self-worth and accomplishment will be cultivated. In short, personalized plans provide individuals with opportunities to enhance their self-confidence and self-efficacy, thus bringing more comprehensive and fulfilling happiness. In addition, the cooperation among sports coaches, psychologists and other mental health professionals is very important to solve the influence of psychological barriers on motor skill learning. Coaches should receive training and education on identifying and supporting people with psychological barriers. This cooperation can include regular communication and information sharing in order to fully understand individual needs and progress. Through joint efforts, coaches and mental health professionals can formulate effective strategies and intervention measures to promote the integration and skill development of mentally retarded teenagers in the sports environment.

5.2. Psychological counseling and intervention

In recent years, people have become more and more aware of the importance of psychological counseling and intervention strategies in solving the influence of psychological obstacles on teenagers' motor skills learning. Adolescence is a critical period for the development of motor skills, and any psychological obstacles or obstacles will significantly hinder the acquisition and improvement of these skills. Therefore, it is very important to explore effective counseling and intervention strategies to reduce the negative impact of psychological barriers on motor skill learning at this age.

Psychological counseling plays an important role in helping teenagers overcome psychological obstacles that may hinder them from learning sports skills. Adolescence is a critical period, characterized by rapid changes in body, mood and cognition. These changes can be manifested as psychological barriers, such as anxiety, self-doubt and fear of failure, which will hinder individuals' ability to effectively acquire and enhance sports skills. Psychological counseling provides a safe and supportive environment for teenagers to explore and understand their emotions, thoughts and beliefs, which may hinder them from learning sports skills. By cooperating with well-trained counselors, teenagers can formulate strategies to manage their psychological barriers, build resilience and cultivate positive attitudes, thus enhancing their overall learning experience of sports skills. The counseling process may involve cognitive behavioral therapy, mindfulness and relaxation exercises, which is helpful for teenagers to develop self-awareness, emotional regulation and decompression skills. In addition, consultation meetings can solve potential psychological problems, such as inferiority or performance anxiety, which may affect the development of teenagers' sports skills. These consultation meetings provide a platform for teenagers to have a deeper understanding of their mental health and the complex interaction between mental state and motor skills. In addition, through counseling, teenagers also have the opportunity to learn effective coping mechanisms and strategies to manage their psychological barriers and ultimately promote the development of their sports skills. By creating a supportive and nurturing environment, the consultation meeting provides a safe space for teenagers to explore and solve their psychological challenges and promote their personal growth and well-being. By providing their professional knowledge, counselors help to develop coping mechanisms and strategies, specifically targeting each person's unique needs. Through professional and sympathetic methods, psychological counselors enable teenagers to effectively manage their emotions, pressures and anxieties, so that they can maintain a healthy balance between mental health and sports enthusiasm. By solving these psychological obstacles, counselors create a safe and supportive environment and promote personal growth and resilience. In the end, their intervention not only improves the overall mental health level of teenagers, but also ensures the continuity of their sports pursuit, so that they can thrive both inside and outside the stadium. Incorporating psychological counseling into the treatment of psychological disorders can not only alleviate individual symptoms, but also cultivate long-term psychological resilience and maintain lasting positive changes.

In addition to counseling, intervention strategies are also very important in helping teenagers with psychological barriers improve their motor skills. These strategies may include targeted exercises or activities, which are specially designed to solve the specific challenges brought by psychological barriers. For example, individuals with anxiety can benefit from relaxation techniques or exposure therapy to gradually build confidence and reduce anxiety during exercise or physical activities. In some cases, individuals with anxiety can benefit greatly from the implementation of relaxation techniques or exposure therapy, thus effectively building confidence and relieving anxiety during exercise or physical activities. Anxiety disorders, such as generalized anxiety disorder (GAD), social anxiety disorder (SAD) or panic disorder, will significantly hinder individuals' ability to engage in physical activities due to excessive worry, fear or panic. By integrating relaxation techniques into daily life, individuals can learn to manage their anxiety symptoms and improve their overall performance. These techniques may include deep breathing exercises, gradual muscle relaxation or mindfulness meditation, all of which have been proved to be effective in reducing anxiety levels. In addition, exposure therapy can be used to gradually expose individuals to fear situations or activities, so that they can face fear in a controlled and supportive environment. Through repeated contact, individuals can gradually build confidence, overcome anxiety, and finally enable them to fully participate in sports or physical activities and reduce pain. It is worth noting that these interventions should be carried out under the guidance of qualified professionals, such as licensed therapists or sports psychologists, to ensure the safety and effectiveness of treatment. In addition, it is very important for PE teachers and coaches to participate in the intervention process. They can provide a supportive and inclusive environment, implement differentiated teaching and adjust teaching strategies to meet the unique needs of students with mental disorders, and ultimately promote their motor skills learning.

5.3. The role of social support in alleviating psychological barriers

Under the background of motor skill learning, social support plays a vital role in reducing the influence of teenagers' psychological barriers, and is helpful to individual emotional management and stress coping. Studies at home and abroad show that social support is an important intermediary variable between stress and mental health^[15-17]. Adolescence is a period full of physical and psychological challenges. Adolescence is usually regarded as a transitional stage of human development and a challenging period, including both physical and psychological aspects. This critical stage of life is characterized by rapid physical changes, including the onset of puberty, which brings about hormonal fluctuations and the development of secondary sexual characteristics. In addition to these physiological changes, teenagers are faced with numerous psychological obstacles in their efforts to form their own identity, control complex social relations and cope with the pressure of academic and personal expectations. These challenges can be manifested in various ways, such as high emotions, increased risk-taking behavior, and increased desire for independence. In addition, the chaos at this stage often leads to conflicts between teenagers and their parents or authoritative figures. At this stage, individuals may experience various psychological obstacles, such as anxiety, depression or inferiority, which may seriously hinder their ability to learn sports skills effectively. However, it is important to realize that social support plays a vital role in alleviating these challenges and promoting the learning process of young athletes. Peer, coach and family members all help to create an environment that supports skills development and growth. Peer provides a kind of friendship and motivation, which pushes teenagers to improve and push their boundaries. On the other hand, coaches provide professional knowledge, guidance and constructive feedback to enable athletes to improve their skills and overcome obstacles. Finally, family members play an important role by providing encouragement, participating in games and exercises and providing emotional support. This social support network not only improves teenagers' learning of sports skills, but also contributes to their overall health, self-confidence and adaptability. It is very important for sports circles and communities to recognize the importance of social support and actively promote an inclusive and supportive environment to maximize the potential of young athletes.

Peer support is an important aspect of social support, which helps to alleviate the psychological obstacles of teenagers in learning sports skills. Teenagers often seek peer recognition and acceptance, and positive peer relationship can provide emotional support and encouragement. Teenagers often seek peer recognition and acceptance, because it is an indispensable part of their social development. By seeking peer recognition, teenagers' goal is to gain a sense of belonging and self-worth in their social circle. This desire to be accepted usually stems from the need to meet social norms and expectations, which is especially common in this transitional period of their lives. When teenagers are surrounded by positive peer relationships, they are more likely to experience emotional happiness and psychological growth. These relationships provide a safe space for individuals to truly express themselves and cultivate a sense of understanding and empathy. Participating in sports activities with supportive peers can cultivate a sense of belonging and acceptance, and reduce the sense of loneliness and isolation usually associated with psychological barriers. The advantage of sports lies not only in the physical benefits it provides, but also in the social and emotional support it provides. When individuals participate in sports with a group of like-minded people with common interests, they usually feel comforted and gratified by knowing that they are members of a support group. This sense of belonging helps to alleviate the loneliness and loneliness of patients with psychological disorders.

In addition, the role of coaches and family members in providing social support should not be underestimated. Coaches who show sympathy, understanding and patience can create a safe space for teenagers to express their worries and fears about psychological challenges. Coaches with valuable qualities such as empathy, understanding and patience can create a safe and educated environment for teenagers and let them freely express their worries and anxieties about psychological struggle. The coach can put himself in these teenagers' shoes and establish an emotional connection beyond sympathy, so that they can truly understand and appreciate the unique situation faced by each teenager. By understanding and acknowledging the complexity of their psychological challenges, coaches can effectively guide these teenagers to find feasible solutions and coping mechanisms. In addition, the encouragement of family members has stimulated the motivation of teenagers and instilled a kind of determination and perseverance in them. This strengthening not only enhances their self-confidence, but also encourages them to strive to achieve personal growth and Excellence in their chosen sports. In addition, the active participation of family members in teenagers' sports activities helps to strengthen the ties between family members and teenagers. This kind of participation not only allows family members to witness the progress and achievements of their teenagers, but also provides opportunities to

share experiences and spend good time together. Finally, the collective influence of family members' emotional support, encouragement and active participation has created a training environment that positively affects teenagers' mental health and promotes their all-round development and realization. The existence of a supportive and cultivated family environment can enhance teenagers' motivation, self-esteem and overall mental health, thus improving the results of motor skills learning.

6. Summary and prospect

6.1. Summary of research results

In a word, the research results show that psychological barriers have a great influence on teenagers' learning of motor skills. The results show that individuals with psychological disorders such as anxiety and depression show low motivation and self-efficacy in sports activities. Lack of motivation and self-confidence hinders their ability to acquire and improve sports skills. In addition, the study found that teenagers with psychological disorders have difficulty in concentrating in sports training. In addition, the above study also investigated the influence of psychological barriers on teenagers' concentration in sports training. The results show that people with this disease face great challenges in maintaining attention in sports activities. This result emphasizes the harmful effects of psychological barriers on young athletes, because attention and concentration are the key factors to achieve the best results in sports. It is very important to understand and solve these difficulties, because they will hinder teenagers' ability to fully participate in training and may hinder their overall sports development. By understanding the correlation between psychological disorders and attention deficit, coaches, trainers and health care professionals can cooperate to implement tailor-made strategies and interventions to support these people to overcome these obstacles. Creating an inclusive and supportive environment for teenagers with psychological disorders in the field of sports can promote their personal growth, enhance their self-esteem and improve their overall happiness. These people are often distracted by negative thoughts and emotions, which has a negative impact on their attention and ability to learn new skills. In addition, the existence of psychological barriers is related to a higher level of stress and the decline of emotional health, which further weakens their acquisition of motor skills. According to these findings, it is very important to formulate effective strategies to solve the influence of psychological barriers on teenagers' motor skill learning. Intervention measures should focus on improving motivation, self-efficacy and emotional health through targeted psychological support and counseling. In addition, the implementation of mindfulness and stress management training may help teenagers with mental disorders to improve their attention, enable them to overcome obstacles and enhance their motor skills learning. Educators, coaches and parents can create a supportive environment and promote the all-round development of teenagers in sports by understanding and solving the influence of psychological obstacles.

6.2. Prospects for future research

In the field of sports psychology, there is still a lot of room for research on the influence of psychological barriers on teenagers' sports skills learning. A potential exploration method is to examine specific psychological barriers, such as anxiety or depression, and their effects on different aspects of skill acquisition. For example, future research can investigate how anxiety affects the learning of motor skills compared with cognitive skills, or how depression affects the acquisition of individual motor skills and team motor skills. Through in-depth study of the subtle influence of specific psychological barriers on various sports skills, researchers can provide more targeted intervention and support for young athletes. Another field of future research is to determine the protective factors that may reduce the negative impact of psychological barriers on teenagers' motor skills learning. Although previous studies have emphasized the harmful effects of psychological disorders, it is still necessary to determine the factors that can buffer or offset these effects. For example, researchers can explore whether social support networks, flexibility or specific coping strategies can help teenagers with psychological disorders maintain their motivation and participation in motor skills learning. Understanding these protective factors can provide information for making intervention plans, thus cultivating adaptability and supporting the overall health of young athletes. In addition, future research should investigate the long-term impact of psychological barriers on adolescent sports skill learning and sports development. The longitudinal study of individual long-term tracking can provide valuable insights into how psychological barriers affect the trajectory of motor skill acquisition and performance. By investigating the persistence or alleviation of psychological barriers and their correlation with skill

learning results, researchers can fully understand the long-term effects and formulate strategies to optimize the development of sports skills of adolescents with psychological barriers. This kind of research can also provide information for designing targeted intervention measures, which take into account the unique challenges faced by young athletes with psychological disorders.

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