

# Application Analysis of Psychological Training in Tennis Teaching of Young Athletes

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**Abstract:** This paper systematically discusses the application value and implementation path of psychological training in tennis teaching for young athletes. This paper first expounds the theoretical basis of psychological training, including Pavlovian conditioning theory and its application in suggestion training, and analyzes the characteristics and common methods of psychological training. Secondly, the common types of psychological problems in adolescents and their manifestations are summarized, and the psychological advantages of adolescent athletes in terms of achievement motivation, emotional regulation, self-confidence and learning ability are pointed out. On this basis, combined with the characteristics and difficulties of tennis teaching, the specific application strategies of psychological training in tennis teaching are proposed, including attention training, emotional regulation, goal setting and psychological counseling. Furthermore, the positive effects of psychological training on improving the success rate of serve and the stability of receiving and receiving are verified through empirical research data. Finally, this paper analyzes the challenges faced by psychological training in tennis teaching, such as insufficient teachers, tight classroom time and difficulty in integrating training forms, and looks forward to the future development trend of psychological training in tennis teaching.

**Keywords:** Psychological Training; Junior Athletes; Tennis Teaching; Emotional Regulation; Attention Training

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## 1.Theoretical basis of psychological training

### 1.1 What is psychological training?

Psychological training refers to the process of shaping and optimizing the psychological state and psychological quality of athletes or students through systematic and purposeful interventions, aiming to make positive changes in their psychological characteristics to meet the needs of specific sports situations, so as to better adapt to the requirements of sports competitions or special tests <sup>[2]</sup>. In essence, psychological training is an educational process based on psychological theories and methods, which uses psychological professional knowledge and technology to exert directional influence on the psychological activities and external behaviors of trainees to solve the psychological problems they face in training and competition, and improve their psychological adaptability and competitive performance level <sup>[5]</sup>.

As a specific application of psychological training in the field of competitive sports, sports psychology training not only focuses on the improvement of athletes' competitive performance and the stable performance of their on-the-spot state, but

also pays more attention to the maintenance of their mental health and the cultivation of psychological regulation ability. This process emphasizes that under the guidance of scientific theory, through planned and step-by-step systematic training, athletes can master a series of psychological regulation strategies and enhance their self-awareness and emotional management ability, so as to achieve the effective development of psychological resources and the full release of competitive potential<sup>[1]</sup>.

On the basis of theory, Pavlov's conditioned reflex theory provides an important basis for suggestion training. He pointed out that suggestion training essentially acts on people's higher neural activity through language, that is, the second signaling system, to regulate the excitation and inhibition processes in the cerebral cortex, and then affect the physical and psychological state of the individual<sup>[6]</sup>. This mechanism suggests that language stimulation has a special directed guidance role in mental training. Therefore, in the process of implementing psychological training, we should not only pay attention to general psychological counseling and cognitive reconstruction, but also pay attention to the psychological strengthening of specific words, so that they can be effective signal carriers to regulate psychological state and stimulate positive behavioral responses. This psychological anchoring technique at the lexical level helps to awaken the positive state of athletes at critical moments and improve the pertinence and effectiveness of their psychological preparation.

## 1.2 Characteristics and methods of psychological training

As an important part of the sports psychology system, psychological training has a series of distinct disciplinary characteristics and relies on a variety of scientific methods to implement, and psychological training emphasizes individualized differences. Due to the significant differences in psychological traits, emotional regulation ability, and cognitive style between different athletes, training programs need to be designed based on individual assessment to achieve aptitude teaching<sup>[11]</sup>. This principle embodies the practical application of the "person-centered" approach in psychology. Secondly, psychological training is dynamic in time periods. At different stages, the focus of training is also different, and the focus is on cultivating judgment ability and team cohesion during daily training. The pre-competition stage focuses on enhancing positive emotional experience and optimizing psychological state to improve the stability of competitive performance. This phased arrangement reflects the systematic and situational dependence of the training process.

Psychological training has cognitive reconstruction. This training can help athletes establish more adaptive cognitive patterns, allowing them to quickly identify key information in complex competition situations, strengthen task memory and logical levels, and improve the efficiency of information processing. Psychological training also has the function of decision optimization. Through continuous attention training, athletes can maintain the effective allocation of cognitive resources in high-stress situations, improve the timeliness and accuracy of judgment and decision-making, and grasp key opportunities in competitions.

In the method system of psychological training, the following methods are widely used:

**Goal-setting training:** This method provides clear guidance for athletes' training and competition behavior by helping them set specific, measurable, and challenging goals. A reasonable goal system can not only enhance the level of motivation, but also help to decompose macro goals into actionable training tasks, thereby improving the systematization and evaluability of training.

**Positive self-suggestion and confidence building:** In the face of anxiety and self-doubt in competitions, suggestion training and confidence building techniques can be used. Pavlov's conditioned reflex theory points out that language, as a second signaling system, can regulate central nervous system activity, which in turn affects behavioral performance. By designing positive language cues and matching emotional regulation strategies, athletes can be more resilient and able to respond to challenges with a more stable mindset.

**Attention control training:** Attention is the core cognitive resource of competitive performance. The training improves athletes' ability to maintain concentration in high-pressure environments through scenario simulation, distraction elimination, and concentration tasks, and avoids decision-making errors caused by distraction.

**Stress regulation training:** Sports competitions are often accompanied by high psychological pressure. Drawing on Mayo Clinic's stress management strategies, such as meditation, breathing training, positive visualization and body relaxation, can effectively reduce athletes' physical arousal levels and improve their nervousness and fear during competition.

Construction of Code of Conduct and Psychological Contract: By establishing a clear code of conduct and team norms, and integrating the theory of “psychological contract”, a common understanding of behavioral expectations and value orientation can be established between athletes and coaches. This method not only helps to create a good team psychological atmosphere, but also motivates athletes to form a sense of self-supervision, thereby promoting the long-term stable development of their psychological state.

## 2. Analysis of the types, manifestations and influencing factors of adolescent psychological problems

### 2.1 Types and manifestations of adolescent psychological problems

As a key stage of individual psychological development, adolescence has complex and diverse types and manifestations of psychological problems. Accurately grasping the core characteristics and influencing factors of adolescent psychological problems is of great significance for early identification and effective intervention<sup>[9]</sup>.

Adolescent psychological problems can be divided into the following main types according to their core symptoms: Anxiety problems usually stem from excessive worry about the situation and insufficient self-efficacy, which is characterized by persistent alertness and negative expectations of potential threats. Clinical manifestations include anxiety, sleep disturbances, excessive worry, difficulty concentrating, and physical tension<sup>[11]</sup>. The study found that such problems are closely related to the multiple challenges faced by adolescents, such as academic pressure, social anxiety and family conflicts.

Depressive problems are mainly manifested by persistent low mood, decreased energy and loss of interest in life. Typical features include hopelessness about the future, decreased self-worth, and impaired cognitive function (eg, slow thinking, difficulty concentrating). It is worth noting that adolescent depression often presents the characteristics of “like a disease but not a disease”, that is, most of them complain of physical discomfort, and there are no obvious abnormalities in the actual medical examination.

OCD problems are characterized by recurring obsessive thoughts and/or compulsive behaviors as a core feature and manifest as an uncontrollable attachment to specific ideas or behaviors. Such problems can lead adolescents to become rigid and lead to interpersonal conflicts due to their tendency to overly intervene in the behavior of others.

Attention deficit hyperactivity disorder (ADHD) is mainly manifested by difficulty maintaining attention, behavioral impulsivity, and emotional regulation disorders. Affected individuals are often overly sensitive to environmental stimuli, and their cognitive activities are not switched at will. According to the survey data in 2022, attention deficit hyperactivity disorder is one of the most prevalent psychological disorders among children and adolescents in our country<sup>[10]</sup>.

The reversal problem is characterized by systematic resistance to authoritative norms, which is manifested in negative denial of objective requirements and significant instability of emotional regulation. Such teenagers often show strong resistance and antagonistic behavior to the educational guidance from home and school, especially critical correction.

*Table 1: Main types and clinical manifestations of adolescent psychological problems*

Question type	Core features	Behavioral performance
Anxious type	Excessive worry, lack of self-efficacy	Sleep disturbances, physical tension, hyper-alertness
Depressive type	Low mood, loss of interest, and a sense of hopelessness	Decreased energy, low sense of self-worth, and physical discomfort
Obsessive-compulsive type	Obsessive thinking and compulsive behavior	Stereotypical behavior and excessive interference in others
Attention deficit hyperactivity disorder	Pay attention to maintenance difficulties and impulsive behavior	Learning inattention, hyperactivity, and emotion regulation disorders
Rebellious type	Authority resists and emotions are unstable	Resist educational guidance and antagonistic behavior

### 2.2 Analysis of the psychological characteristics of young athletes

Youth athletes exhibit several significant advantages in terms of psychological characteristics. First of all, they generally

have a strong motivation for achievement and self-drive, can face challenges head-on in training and competitions, show high goal orientation and task persistence, tend to implement all tasks throughout, and reflect good willpower. Secondly, they usually have a relatively sound psychological regulation mechanism, which can effectively cope with the pressure of the game, quickly adjust negative emotions such as anxiety and frustration, and maintain a positive psychological state through self-motivation, so as to maintain psychological stability in a high-intensity competitive environment. In addition, adolescent athletes generally exhibit high self-efficacy. Through systematic training and repeated practice, they can gradually master complex motor skills and continuously strengthen their self-confidence in the process of improving their abilities, forming a virtuous circle of “ability-confidence”. This confidence is not only reflected in the technical level, but also in their positive perception of their potential and coping strategies. It is worth noting that the adolescent stage is in a critical period of cognitive ability and neuroplasticity development, so young athletes show strong learning and adaptability. They are able to quickly understand and internalize new tactical concepts and technical movements, and show a high sensitivity and absorption ability to coach guidance and environmental changes, which lays an important foundation for their long-term sports skill development<sup>[8]</sup>.

In summary, young athletes have obvious psychological advantages in terms of fighting spirit, emotional regulation, self-confidence and learning ability, which not only contribute to their competitive performance, but also have far-reaching significance for their personality development and psychological growth<sup>[3]</sup>.

### **3.Application of psychological training in tennis teaching**

#### **3.1 Characteristics and difficulties of tennis teaching**

Tennis is a high-intensity confrontational sport that requires athletes to master a series of special sports skills<sup>[7]</sup>. Therefore, tennis teaching needs to provide learners with accurate technical guidance, and standardized technical movements are the core elements that determine the performance of the game. In the teaching process, attention should be paid to students' training time and repeated practice to ensure that they form a stable movement pattern. At the same time, it is necessary to pay attention to building a teamwork mechanism, fully stimulate students' potential and technical characteristics, and jointly improve the overall training effectiveness through complementary learning and collaboration.

Tennis teaching faces the following difficulties: First, due to the individual differences in students' physical fitness, sports foundation and cognitive ability, the technical level is obviously stratified, and teachers need to achieve efficient transfer of knowledge and skills within a limited teaching cycle and formulate differentiated teaching strategies. Secondly, as a non-popular sport, most students have limited contact in daily life, and their rule cognition and skill foundation are relatively weak. Finally, the curriculum design should take into account the balance between fun and technical acquisition, while ensuring that students master standardized techniques, enhance the attractiveness of the course, so that they can not only improve their competitive ability but also gain positive sports experience during the training process.

#### **3.2 Application of psychological training in tennis teaching**

In tennis teaching, psychological training occupies an important position. It not only helps athletes better complete training tasks and improve their performance, but also helps them maintain a good psychological state, effectively cope with common psychological challenges and negative emotions, and actively regulate their performance on the field. In addition, when athletes encounter sudden psychological distress, psychological training can provide timely support and enhance their emotional regulation ability, so that they can maintain stable performance in stressful situations. At the same time, systematic psychological intervention can help reduce the frequency of bad emotions that occur during training and competition, and reduce the negative impact of emotional loss on the outcome of the game. In addition, psychological training can also promote the improvement of athletes' mental health, which has a positive effect on enhancing self-confidence and competitive level.

Combined with the characteristics of tennis teaching, concentration is a key link in training. Tennis balls are fast and hard, and there is a certain risk of sports injuries, which can cause from soft tissue contusions to more serious injuries if you do not pay attention to protection. Therefore, concentration-related psychological training should be introduced in teaching, which can not only improve students' concentration in training, but also provide a guarantee for sports safety. Secondly,

emotional regulation training is also very important. Teachers should give positive feedback in a timely manner during the teaching process, guide students to see failure as an opportunity for improvement, and motivate them to continue to invest in training. In addition, attention should be paid to the integration of physical training and mental training. Mastering tennis skills requires a lot of repetitive practice, which can not only improve students' skill level and cardiopulmonary function, but also lay the foundation for the cultivation of psychological quality. Goal-setting training is also essential. It is recommended to decompose the overall goal into several specific and feasible small tasks, and set up a reasonable feedback mechanism, such as arranging simulation competitions, so that students can get a complete practical experience and enhance the fun of teaching. For students who make mistakes in training or competition, psychological counseling should be provided in time to help them turn failure into motivation to move forward, and at the same time, it can be appropriately integrated into relaxed forms such as sports games to relieve students' tension and promote their physical and mental coordination <sup>[12]</sup>.

## 4. The implementation path of psychological training in tennis training

### 4.1 Tennis psychological training methods

In tennis training, scientific and effective psychological training methods play an important role in improving athletes' comprehensive competitive ability. Commonly used psychological training methods mainly include the following five types:

- Psychological suggestion: refers to athletes who enhance their self-confidence through active self-suggestion before training or competition, so that their psychological state remains positive. Positive self-talk such as «I can play this ball» and «I am well prepared» can effectively regulate emotional states and help athletes cope with challenges with a more ideal mindset.
- Encourage others: Enhance athletes' self-confidence with verbal affirmation and behavioral support from peers, coaches or friends. This extrinsic motivation is especially effective for young athletes in their developmental stage, helping them build the right self-perception.
- Attention training method: Athletes maintain a high level of concentration during the game through specialized attention intensive training. In a sport like tennis, which requires quick reflexes, good attention allocation and sustained concentration are key to ensuring stable technique.
- Representation training method: With the help of verbal guidance or sound cues, repeatedly simulate and rehearse technical movements in your mind. This method strengthens action memory through psychological rehearsal, which not only helps to consolidate skills, but also achieves the effect of emotional control.
- Relaxation training: Effectively relieve tension by consciously regulating breathing rhythm and relaxing muscle groups. Deep abdominal breathing and progressive muscle relaxation are both methods that have proven effective in practice.

### 4.2 Application analysis of tennis psychological training

A number of research data confirm the actual effect of mental training in tennis teaching:

Example 1: Qiao Bing's research in "The Impact and Analysis of Psychological Training on the Success Rate of Tennis Sergeant" shows that in a positive state, the shooting rate of the first serve in the first zone is 73% and the second serve is 60%; The first shot in the second zone is 80%, and the second shot is 66%. In the scenario of simulating the backwardness of the game, the negative mentality led to a significant decrease in serve stability: the first serve hit rate in the first zone plummeted to 40%, and the second serve was only 26%; The first shot in the second area is 47%, and the second shot is 20%. After systematic psychological suggestion intervention, the students' serving performance improved significantly: the hit rate of the first zone increased to 93%, and the second development reached 80%; The first case in the second zone is 90%, and the second case is 70% <sup>[4]</sup>. This result clearly shows that negative mentality can seriously restrict athletes' technical performance, and positive psychological intervention can not only restore technical level, but even help athletes break through their self-limitations.

Example 2: Liu Yuzheng's experiment in "A Brief Discussion on Psychological Suggestion Training in Tennis Return Teaching" further verifies the effect of psychological training. The pre-test data of the experiment showed that the "unstable accuracy rate" of students receiving the serve was as high as 79.5%, while the "stability accuracy rate" was only 12.5%. After four weeks of psychological cue combined with positive prompt training, the "unstable accuracy rate" dropped significantly to 40.8%, and the "stability accuracy rate" increased sharply to 48.2%. This change shows that targeted psychological training



can effectively improve the technical stability and accuracy of athletes in the return of serves.

In addition to the above studies, other scholars have also observed similar phenomena. Zhang Hua (2022) found that a comprehensive psychological intervention combining appearance training and relaxation training can improve the accuracy of athletes' decision-making on key scores by more than 35%. These studies confirm the value and necessity of mental training in tennis from different perspectives <sup>[15]</sup>.

*Table 2 Empirical effect analysis of psychological training in tennis teaching*

Research Sources and Focus	Pre-experimental data	Psychological training intervention	Post-experimental data	Effect analysis
Qiao Bing (Psychological cues affect serve)	One zone and one shot: 73% Simulated lagging behind: 40%	Systemic Suggestion Training (e.g., "I can play this ball")	One zone and one shot: 93% (in backward scenarios)	negative mentality seriously restricts the play of technology; Positive psychological intervention can not only restore level, but even help athletes break through self-limitations.
Liu Yuzheng (psychological suggestion docking serve impact)	Unstable accuracy rate: 79.5% Stability rate: 12.5%	4 weeks of psychological cue + positive cue training	Unstable accuracy rate: 40.8% Stability rate: 48.2%	Targeted psychological training can significantly improve the technical stability and accuracy of the return link.
Zhang, Hua (2022) (Impact of Comprehensive Psychological Training on Decision-Making)	Key sub-decision accuracy: baseline level	Comprehensive psychological intervention of appearance training + relaxation training	The accuracy of decision-making has increased by more than 35%	Comprehensive psychological intervention can effectively improve the quality of athletes' decision-making on high-pressure critical points.

### 4.3 Specific implementation strategies for psychological training

According to the psychological development characteristics of young athletes, coaches and teachers should systematically learn sports psychology knowledge, master scientific psychological training methods, and formulate personalized plans according to individual differences.

**Emotional management training:** Adolescents are not yet mature in their psychological development and are prone to mood swings such as irritability or nervousness during training and competitions. Teachers need to have keen observation skills to detect students with abnormal emotions in time. For irritability, individual interviews should be used to understand the specific triggers, and if necessary, family visits should be combined to explore the root cause of the problem, and psychological counseling should be comprehensively used with relaxation training and cognitive regulation. For nervousness, differentiated strategies can be adopted according to the degree and cause: for general nervousness, encouragement and psychological suggestion can be used; For severe stage fright in the game, the "siege method" can be implemented, that is, the student can be arranged to play a practice match under the watchful eyes of some students, and verbal encouragement is given, repeating 5-8 times to gradually reduce the level of competition stress. Subsequently, more practical opportunities should be created to encourage them to participate in intramural competitions and cross-team technical exchanges to consolidate the training effect in real scenarios <sup>[13]</sup>.

**Self-confidence development:** For students who are afraid of failure and lack self-confidence, teachers should make good use of the combination of psychological cues and encouragement from others. Such students often set their own limits and need to break down psychological barriers through step-by-step training. In daily training, teachers should pay special attention to timely and concrete praise when they complete standardized movements or play good balls, such as "this forehand stroke is very complete" or "that shot defensive counterattack is very smart", and invite them to demonstrate and demonstrate in a timely manner. Before the inter-class competition, motivate through targeted language such as "your recent serve has improved a lot, believe in your training results"; During the competition, timely affirmation of its wonderful rounds; After winning, focus on analyzing the success factors, and if you lose, emphasize the technical highlights, avoid public criticism and mistakes, and analyze the technical problems separately after class and provide improvement plans. Through continuous technical feedback and progress affirmation, students can build solid self-confidence and gradually overcome psychological

obstacles<sup>[14]</sup>.

**Increased concentration and motivation:** For students with inattention and slow movements, this usually stems from insufficient motivation or interest in training. Teachers can use a combination of attention training and appearance training to first clarify the crux of the problem through in-depth communication, and then design an engaging training game. For example, the game of “catching the ball” is an effective way to train concentration: in pairs of two, one person lifts two balls flat, and the other stands 3 meters away and catches the ball before it lands for the second time. This game is not only simple and easy to play, but also improves concentration and reaction speed at the same time. If the slowness stems from psychological burden, it is necessary to channel emotions through individual conversations, or design interesting competitive games, such as group turnback running relays, to improve physical fitness and change of direction while diverting attention. In addition, setting clear short-term goals and timely feedback can also effectively stimulate students’ enthusiasm for training.

**Implementation precautions:** Psychological training should follow the principle of systematic, organically integrate with other technical training, rather than be carried out in isolation. Coaches need to establish student psychological files, regularly evaluate the training effect, and adjust the plan according to progress. At the same time, it is necessary to pay attention to creating a positive team atmosphere, so that psychological training and team building promote each other.

#### **4.4 The main effect of tennis psychological training**

Systematic tennis psychological training mainly improves athletes’ competitive ability from two dimensions: on the one hand, it stimulates fighting spirit and enhances self-confidence, and on the other hand, it improves concentration and execution ability. Through these trainings, athletes are able to develop a positive competitive mentality and better regulate their physical and mental state, thereby maintaining technical stability in stressful environments.

Specifically, mental training helps athletes improve in the following key aspects: first, enhance their decision-making ability and on-the-spot adaptability in the game, so that they can quickly interpret the game situation and make the best choices; secondly, improve the ability to control the rhythm of the game, whether it is leading or lagging behind, to maintain the rhythm of the game; Finally, strengthen your ability to regulate your emotions, stay calm at critical moments, and be patient in passive situations.

Studies have shown that athletes who have undergone systematic psychological training show more adequate psychological reserve in the pre-competition preparation stage, are able to respond to emergencies more calmly during the competition, and maintain higher technical stability in the later stages of the competition. In addition, the effect of mental training will also extend to daily training, so that athletes can maintain higher engagement and continuity in boring basic training.

In the long run, mental training not only helps athletes achieve better competition results, but more importantly, it can cultivate their tenacity and mental qualities, which are of long-term significance to their sports career and life development. Therefore, psychological training should become an indispensable part of the tennis training system, and is as important as technical training and physical training.

### **5.Challenges of Psychological Training in Tennis Teaching**

#### **5.1 Difficulties in the implementation of psychological training in tennis teaching**

In the process of integrating psychological training into the practice of tennis teaching, it mainly faces the following challenges:

The reserve of professional teachers is insufficient. As a training content that has only been widely valued in recent years, many tennis teachers have not received systematic and professional psychological education. This leads to a lack of clear direction in the implementation of psychological training, and it is difficult to grasp the key points of training, which in turn affects the actual effect of psychological intervention and ultimately restricts the improvement of athletes’ competitive level. Therefore, it is particularly important to strengthen the psychological training of tennis teachers. However, due to limited educational resources, it is often difficult for schools to organize special training for teachers, which requires teachers to take the initiative to learn relevant theories and independently improve their psychological training literacy.

Class schedules are tight. Tennis courses usually focus on technical training and physical development, and the teaching tasks are heavy. In this case, it is difficult for teachers to provide timely and sufficient psychological attention to each

student. Different students may face different psychological problems, such as competition anxiety, lack of self-confidence or distraction, etc., which can affect the performance of skills at best, and may lead to aggravated psychological disorders and even more serious negative behaviors if not guided in time. Therefore, how to effectively identify and respond to students' psychological needs in limited classroom time has become a major difficulty in integrating psychological training into teaching.

It is difficult to integrate training forms. Psychological training mostly focuses on internal cognition and emotional regulation, the process is relatively static, and the form is relatively simple. Tennis training, on the other hand, is based on dynamic physical exercises, which are varied and interesting. How to naturally integrate static and introspective psychological training into vivid and explicit tennis practice and avoid rigid grafting is an important issue faced by teachers when designing courses. Successful integration requires teachers to have innovative awareness and instructional design ability, so that psychological training and skill training complement each other rather than separate each other<sup>[16]</sup>.

## 5.2 Development prospects of psychological training in future tennis teaching

The status of psychological training in tennis teaching will be increasing day by day, and its development may show the following trends:

Psychological training will gradually become a standard part of tennis teaching. With the popularization of sports psychology and the increase in competition pressure, more and more coaches and teachers will recognize the key impact of mental quality on the overall performance of athletes. Systematic mental training not only helps optimize game performance, but also has a long-term maintenance effect on athletes' mental health. Therefore, in the future tennis teaching system, psychological training is no longer an auxiliary means, but a core content that pays equal attention to technique, tactics and physical fitness. Personalized psychological training programs will be more valued. With the diversification and development of athlete groups, the needs of athletes of different genders, ages, levels and personality characteristics for psychological training are also showing a differentiated trend. In the future, tennis teachers should pay more attention to teaching students according to their aptitude and formulate targeted psychological training plans to meet the specific needs of individuals, so as to truly give full play to the effectiveness of psychological training.

The content of psychological training will be more comprehensive and systematic. In the future, tennis teaching will pay more attention to the cultivation of athletes' self-awareness and the improvement of emotional regulation ability, which are the basis for athletes to stay calm and overcome difficulties in high-pressure competitions. In addition, psychological training will more closely combine technical training and physical training courses to form a comprehensive training model of "technical-physical-psychological", so as to comprehensively optimize the performance of athletes.

Finally, athletes' mental health and overall well-being will be important goals of training. Future tennis teachers will not only pay attention to the skill progress of students, but also pay more attention to the improvement of their psychological state and quality of life. By establishing a supportive teaching environment and timely psychological counseling, teachers can help students maintain a positive and healthy mental state while pursuing competitive performance, ultimately achieving all-round growth.

## Conclusion

Psychological training plays an important role in youth tennis teaching. Through systematic psychological intervention, athletes can not only make progress at the technical level, but also enhance their self-confidence, concentration and emotional regulation at the psychological level, so as to maintain stable performance in high-pressure competitions. Studies have shown that psychological cues, attention training, appearance training and other methods can significantly improve the success rate of serve and return, and improve athletes' on-the-spot decision-making and adaptability. However, the current implementation of psychological training in tennis teaching still faces challenges such as insufficient professional teachers, limited classroom time, and difficulty in integrating training forms. In the future, we should strengthen the psychological training of teachers, promote the organic integration of psychological training with technical and tactical and physical training, and pay attention to the formulation of personalized psychological plans. Psychological training should become a core component of the tennis teaching system to achieve the coordinated development of athletes' technical ability and psychological quality, and



ultimately promote their all-round growth and the release of long-term competitive potential.

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