

Unlocking Sports Potential: An Analysis of Current Trends and Future Directions in Sports Psychological Skills Training

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Abstract

In competitive sports, athletes' excellent performance depends not only on technology, tactics and physical fitness, but also on their psychological state and psychological skills. As an important part of the scientific training system, psychological skills training (PST) plays an irreplaceable role in improving athletes' competitive performance. This paper employs a multi-method approach, including literature review from CNKI and Google Scholar, expert interviews with coaches engaged with teams, and statistical analysis using SPSS. Data is sourced from articles on athlete psychological training. The results show that psychological skills are one of the key factors for elite athletes to achieve good results in world-class events. At present, relevant research mainly focuses on the effectiveness and training methods of psychological skills training, but there are still many deficiencies in theoretical construction, evaluation mechanism and practical application, such as weak theoretical guidance, the scientific and systematicity of training effect evaluation need to be strengthened, and the coaches and athletes still pay insufficient attention to psychological training. Looking to the future, research should further deepen the theoretical basis of the psychological skills training system, expand the dimensions of training effect evaluation, pay attention to the maintenance and transfer mechanism of training results, and promote the integration and practical innovation of cross-cultural and localized paths. This paper aims to systematically sort out the current research status, analyze the existing problems, and explore the possible direction of future development, so as to provide theoretical support and practical reference for building a more scientific, systematic and practical sports psychological skills training system. Psychological skills training, as a key link in improving sports performance, should be systematically implemented under scientific guidance to promote the comprehensive development of athletes and the continuous improvement of their competitive level.

Keywords: Sports psychology; Psychological skills training; Psychological ability; Psychological state; Sports performance

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Introduction

Psychological skills training is an indispensable part of the modern sports training system. It affects and restricts the improvement and performance of athletes' physical, technical and tactical levels. Research by experts at home and abroad shows that the performance level of any sport is closely related to the integration of athletes' physical fitness, technology and psychological attitude. Therefore, sports competition is not only a competition of physical ability and sports skills, but also a competition. Only when the psychological attitude of athletes reaches the statistically significant difference level in the Olympic finals can they win. Today, when skills and tactics have reached the top level, the competition between high-level athletes in high-level competitions is actually a competition of psychological quality and psychological skills. Foreign outstanding athletes not only have some extraordinary physical skills, but also have extraordinary psychological control abilities in many aspects such as being able to activate themselves psychologically, control their tension, and highly concentrate in training and competition (Nopiyanto et al., 2025). These psychological skills are also acquired through hard work and training like physical skills. Psychological training is regarded by many high-level coaches as an indispensable and important part of scientific training for athletes. This is an inevitable trend in the development of modern sports training. Therefore, psychological training is combined with physical, technical and tactical skills to form a modern sports training system. Sports practices at home and abroad have proved that psychological skills training has a very obvious effect on achieving high athletic levels and winning competitions (Schmidt-Wendling, 2024).

Definition of psychological training

Athlete psychological training is a series of systematic and planned psychological skills training and intervention methods, which aims to improve the psychological quality of athletes, optimize their psychological state, thereby enhancing their performance in training and competition, and providing support for creating excellent results. This is a process of influencing athletes' personality traits and psychological activities in a planned and purposeful manner. It is also a process of enabling athletes to control and adjust their psychological state through specific methods, and then manage and control their sports behavior. Through psychological training, athletes can learn to control and adjust their emotional state, so as to give full play to their best strength in the competition and achieve excellent competitive results. Practice has shown that in the era of Internet interconnection, the increasing attention of the media and online fans, coupled with frequent training and competition arrangements, athletes often face tremendous psychological pressure. Correct psychological training can effectively cope with this pressure and improve athletes' performance and competition results. On the contrary, if it is not handled properly, the performance of the same sports team or athlete may vary greatly. Therefore, when

conducting sports training, psychological training must be included in the training content of athletes.

Psychological skills training is an important part of modern sports training

Psychological skills training is an indispensable part of the modern sports training system. It is a process of influencing the psychological processes and characteristics of trainees in a purposeful and planned manner. Through long-term scientific training, the psychological processes of trainees can be continuously improved, good personality and psychological characteristics required for special sports can be formed, and a high level of psychological energy reserve can be obtained to achieve the best competitive state and create excellent results. For example, American shooting athlete Emmons fell on the last shot in three consecutive Olympic Games and missed the gold medal. He admitted that he was a little nervous in the last shot. This shows the importance of psychological skills training in high-level competitions (Sandars et al., 2022).

Problems to be solved by psychological skills training

Improving the psychological qualities of motor perception, memory, imagery, and thinking, stimulating interest, motivation, and will, developing intelligence, and adjusting emotions are all issues that psychological skill training aims to address. Reserving psychological energy and adjusting the psychological state are the basis for solving the above issues.

For competitive sports on the sports training field, psychological energy is the sum of psychological skills that athletes have effectively controlled through thousands of psychological trainings. It is the ability to work through psychological activation based on the motivation of athletes. The effective control of psychological energy is related to psychological skills such as psychological stress, imagery, attention and goal control. From sports training and competition, we can see that athletes' cognitive level, psychological mobilization of self-body, control of self-stress level, concentration of attention, self-improvement and unremitting efforts to set predetermined goals, etc., all show a certain level of skills. Therefore, psychological training is skill training around the above aspects. Psychological skill training is to skillfully regulate psychological skills through thousands of trainings, and to maximize the reserve of psychological energy in preparation for high-intensity training and competitions. The "Clark phenomenon" in sports is the phenomenon that athletes unexpectedly fail in the field. From the theoretical analysis of psychology, the fundamental reason for this phenomenon is that the psychological state is destroyed during the game, resulting in abnormal behavior. The psychological state is the characteristic of psychological activities in a specific time. It most concentratedly reflects the characteristics and conditions of the current inner activities of competitive sports participants, so the psychological state also most directly affects the effect and results of training and competition. Psychological skills training in sports is to enable athletes to learn to control and adjust their own mental state. Only under the background of improving the mental state

can the psychological process be improved, thereby achieving good training and competition results (Thelwell & Greenlees, 2003).

Competitive competitions have very high requirements on the psychological quality of athletes, and many athletes are under great psychological and social pressure in the era of developed Internet. The world's high-level competitive competitions bring together top athletes from various countries. When the competitive level of athletes is similar, their personal psychological performance will become the key factor in determining the outcome of the competition. The diversity of sports and the particularity of sports have more important requirements on the age of relevant athletes. Some sports such as diving and gymnastics are dominated by young athletes. Most of the athletes in this project are minors, and their psychological quality is more unstable than that of adults. Therefore, psychological training is very necessary for young athletes, so that they can establish a correct self-seriousness and understanding of pressure, so that they can play an excellent sports performance in high-level competitive competitions. Athletes without relevant competition experience are always prone to mental collapse in competitive competitions due to pressure on and off the field and the influence of their pursuit of excellent results, showing anxiety, mistakes and other phenomena, and even worse, they will withdraw from the competition. On the contrary, experienced athletes who have won many championships may be overconfident and lose the correct judgment when judging the situation of the game and the opponent, which leads to failure. For example, at the 2011 Daegu World Athletics Championships, the 100m world record holder, Jamaican sprinter Usain Bolt, had a rare false start in the men's 100m final and ultimately lost the championship due to a major mistake in the final, which highlights the importance of psychological training for athletes' stable performance (Si et al., 2011).

Psychological training is a key method to enhance the psychological quality of athletes. Through active and effective targeted training, athletes can improve their psychological endurance and desire for victory, strengthen their perseverance, and be able to better control their reactions to external stimuli, balance their optimal psychological state, thereby improving their competitive sports performance and achieving excellent results in competitions. In addition, long-term psychological training can help athletes better adapt to society and lay a solid foundation for their future sports development. According to research reports from relevant scholars, more than 90% of athletes hope to undergo psychological training, and athletes have extremely high expectations for psychological training. Sports psychology researchers and experts should have a variety of psychological training models that can meet the requirements of athletes. However, currently both athletes and sports enthusiasts pay more attention to physical fitness, skills and tactical training during training (Mamassis & Doganis, 2004).

However, they have neglected the psychological training. The athletes' learning and mastering of technical movements and improving the quality of their skills are directly related to their psychological quality, especially the mastery of difficult technical movements, which is even more affected by the athletes' psychological quality. In the competitions of the world's top athletes, psychological fluctuations are the key factor in determining the outcome of the game. In order to find out the psychological training techniques related to athletes' excellent results; relevant scholars have conducted various studies. The results show that the psychological advantages shared by excellent athletes indicate that psychological training plays an important role in improving the athletes' competitive level. Therefore, various test strips that can measure athletes' psychological techniques have been developed to conduct psychological training to improve athletes' competitive ability (Yu & Li, 2020).

Methods

Study Design

This paper is based on the research perspective of athlete psychological training, and the research data comes from survey of experts, coaches, and athletes.

Research Methodology

This study employed a mixed-methods approach, combining a systematic literature review, expert consultation, and quantitative data analysis. An initial search across various academic databases using terms like "athlete psychological training" and "sports performance" yielded 650 articles. This was refined to 250 valid articles after screening for duplicates and relevance. The literature provided a theoretical foundation, which was then supplemented by practical insights from discussions with expert coaches on the study's value and methods. Finally, statistical analysis of the collected data was performed using SPSS 19.0, with results expressed as the mean \pm standard deviation ($\bar{x}\pm SD$); the comparison of indicators adopts the T-test in the analysis of variance; $P < 0.05$ is the significance level, $P < 0.01$ is a very significant level.

Results and Discussion

Current status of research on psychological skills training

Research on the effectiveness of psychological skills training

Psychological skills training has a significant effect on skill acquisition and sports performance. Researchers have conducted a lot of research on this, and the research is distributed in different sports and involves different psychological training methods. In these studies, the methods of obtaining research data include interviews and questionnaires, such as structured and semi-structured interviews and the Psychological Skills Questionnaire (MSQ) (Yang, 2023).

Mamassis et al. (2004) examined the effect of psychological skills training on pre-match anxiety, self-confidence and athletic performance of tennis players. They gave the experimental group five psychological skills trainings, namely goal setting, positive

thinking and self-talk, concentration, arousal control and imagery, while training in skills and tactics. The results showed that the physical anxiety, cognitive anxiety and self-confidence of the experimental group were significantly improved, and the tennis performance was also improved. Thelwell et al. (2001, 2003) used the psychological skills combination training method to examine the effect of psychological training on improving gymnastics performance and endurance performance of triathletes. In the psychological skills training combination consisting of goal setting, relaxation, imagery and self-talk, the main function of goal setting is to increase motivation, the role of relaxation strategy is to enable participants to enter the optimal arousal level, the main role of imagery strategy is to prepare participants for what is about to happen, and the main role of self-talk is to increase motivation, confidence and concentration, and focus on process goals rather than irrelevant cognition and feelings. The most important factors related to athletic performance are motivation, trust and confidence, stress control, concentration, etc. What this tells us is that when conducting psychological skills training, we can look for training methods or combinations of training methods that match different events or different stages of training and competition (Birrer & Morgan, 2010).

Psychological skills training methods mainly focus on imagery training, goal setting, and self-talk

Application of imagery training in sports practice

A large number of studies have shown that imagery training helps to form motor skills and improve sports performance, improve athletes' imagery ability, and relieve pre-match anxiety, rebuild the perception of anxiety and enhance self-confidence. The research process of imagery training generally includes interviews, diaries and questionnaires (SIQ, MIQ, EIQ, etc.) to obtain data and measure the training effect. In the study of Lynne et al. (2004), after 14 weeks of intervention on an excellent rugby player, the clarity and vividness of the imagery were improved, and the anxiety and behavior and motivation levels were better controlled, self-efficacy and pre-match confidence were improved, and the use of imagery was more structured. The level of sports affects the use of imagery by athletes, and high-level athletes use imagery more than low-level athletes. Athletes use imagery more in competitions than in training; they use imagery more before competitions than during competitions; and they use imagery more in training than outside of training (Barr & Hall, 1992; Hall et al, 1990). It can be seen that athletes use imagery in competition to improve their performance or complete movements, and use imagery in training to better master skills (Park & Jeon, 2023).

Imagery intervention is a process of reprocessing a person's psychological state. At present, we have no way to conduct quantitative control, and it is difficult to grasp the changes in imagery during the implementation of intervention. It is more objective and reasonable to reflect the effect of imagery training by combining physiological and psychological

indicators. This also requires us to strictly control the experimental conditions when implementing imagery training, and minimize the impact of irrelevant variables on the psychological state, so as to study the true effect of intervention. Future research can further explore the content of athletes' imagery and the different functions of different contents, as well as the individual factors and situational factors that affect athletes' use of imagery.

Application of goal setting in sports practice

Research shows that goal setting plays an important role in improving athletic performance. Lane (2003) showed that goal setting is one of the effective strategies to improve basketball shooting performance. Wanlin et al. (1997) used a single factor within-group design to explore the effect of goal setting on speed skating performance. The results showed that all aspects of speed skating were improved in training and competition. In training and competition, college coaches widely used individual goals and group goals, process goals and result goals, but coaches paid more attention to performance and result goals.

There are some issues that cannot be ignored in the study of goal setting. First, researchers, coaches and athletes focus too much on outcome goals and results, while ignoring process goals, the process and links of goal setting; it is difficult to measure the difficulty of goals, and individuals often have their own goals and will deliberately work hard, which is difficult to measure or even difficult for researchers to detect; when examining the relationship between goal setting and activity effects, the role of third variables such as self-efficacy, self-regulation ability, personality, and motivation level cannot be ignored. Future research can explore the relationship between goal setting and image use (Lange-Smith et al., 2024).

Implications of self-talk in sports practice

Self-talk is a kind of psychological skill training. The research on self-talk has also promoted our understanding of psychological skills. Self-talk has cognitive and motivational functions. The cognitive function helps athletes learn and master sports skills and strategies. The motivational function includes motivational arousal, control and driving functions, which help athletes control the arousal level, relax, concentrate, reduce anxiety, maintain confidence, etc. Athletes may use self-talk before, during and after training and competition, and in sports venues, and use it more in competition situations than in practice. By using self-talk, athletes can improve their skills and achieve sports results. A large number of studies have shown that self-talk has a positive effect on tennis, figure skating, basketball, hockey, diving, wrestling and endurance running. For example, Perkos (2002)'s research has shown that the use of instructional self-talk promotes the mastery of basketball dribbling, passing and shooting skills; it is used more when dribbling and passing than when shooting (Hamilton et al., 2020).

Self-talk can be combined with other psychological skills, such as relaxation training and imagery exercises, which have achieved good results in practice. In the current study,

which kind of psychological skill training is suitable for athletes, or whether specific psychological skills are only suitable for specific athletes or specific events, needs further exploration.

Limitations in psychological skills training

Lack of clear theoretical orientation

Teueubaum, Secretary General of the International Sports Psychology Association, said: "An important problem that restricts the development of sports psychology is that sports psychologists have failed to come up with a theory from sports psychology itself." Psychological skills training also has this problem in the context of sports psychology. It lacks theoretical guidance. Psychological training is just a simple operation at the level of common sense and has not risen to the level of theory. This is one of the reasons that restrict the in-depth development of psychological skills.

Validity issues in evaluating the effectiveness of psychological skills training

Changes in psychological state reflect the effect of psychological skill training. The assessment of psychological state has always been a difficult point in sports psychology, among which the validity of the assessment, that is, the accuracy, is an important issue. There are two major categories of psychological state assessment: subjective and objective methods. At the evaluation level, physiological, psychological and behavioral indicators can be measured.

Insufficient emphasis on psychological skills training for coaches and athletes

Coaches and athletes are the main body of psychological skills training, as well as researchers and subjects of research. They are one of the factors affecting the effect of psychological skills training. Psychological skills training is a part of sports training, which is actually a deeper level of sports learning. In fact, many coaches and athletes are not aware of this. The implementation of any psychological training is carried out in cooperation with the coach. Sports psychologists are only auxiliary personnel in the entire sports training process. Therefore, it is necessary for coaches to master certain sports psychology and psychological training knowledge, understand the essence of sports training, conduct scientific technical and tactical and psychological training, and be able to impart this knowledge to athletes to meet the needs of athletes' psychological skills training. In addition, athletes master certain psychological knowledge, understand psychological training in essence, and conduct "active" training (of course, not only initiative in interest), which increases the degree of acceptance and use of psychological skills training and achieves twice the result with half the effort (Vella et al., 2021).

Emphasis on enhancing psychological abilities rather than just overcoming psychological barriers

Psychological ability mainly refers to the psychological characteristics of a series of information processing, handling and integration in a certain psychological structure.

Psychological ability is a complex composed of many factors and is a comprehensive indicator of the development of athletes' psychological quality. The ultimate goal of sports psychology training is to enhance athletes' sports psychology ability, rather than passively overcome the sports psychology obstacles that have already appeared. If athletes wait until they have sports psychology obstacles before seeking help from psychological experts, they often lose the chance of success in the game. The most effective approach is to use various methods to prevent problems before they happen, with the goal of enhancing athletes' sports psychology ability, teach athletes in advance how to master sports psychology regulation, and enable them to acquire sufficient self-control ability through long-term and systematic sports psychology training.

Implementation strategies and methods of psychological training

Psychological training methods

Psychological training methods refer to a series of systematic methods and techniques used to improve individual psychological quality and ability and achieve better competitive performance. Generally, they include psychological preparation training, psychological skills training, and psychological adjustment training.

Psychological preparation training

In the process of youth track and field training, psychological preparation before training and before competition is particularly important. This training aims to help individuals stay calm, focused and confident in competitive sports or other high-pressure environments. In a broad sense, psychological preparation training includes enhancing self-confidence, overcoming fear and staying calm. Before training, help young people build confidence in training. By giving young athletes positive feedback and recognition, let them know that their efforts and achievements are valued and affirmed. You can also set goals for young people, help young athletes set specific and measurable goals, and provide support and encouragement when they achieve these goals; encourage young people to challenge themselves during training, provide challenges and opportunities for young people, and give them the opportunity to show their abilities and strengths. Competition is the most important part of track and field events, and all training must eventually be able to be transformed into athletic results in competitions. In addition to the effect of training, helping young athletes overcome their fear of opponents before competitions is the second content of psychological preparation training. Before the game, coaches can help young athletes correctly understand their opponents, let them know their opponents' strengths and characteristics, and remind them that their opponents also have weaknesses and pressures; emphasize their own advantages, recognize their own advantages and strengths, and let them know that they are also capable of dealing with the challenges of their opponents; through imagination and visualization exercises, help young athletes envision a scenario in which they successfully defeat their opponents, thereby establishing a positive mindset and self-confidence (Grunberg et al., 2024).

Psychological skills training

The skills and methods of training attention include cognitive training, concentration training, distraction training, visual attention training and other methods. Cognitive training is an important means to help young track and field athletes understand their attention state and learn self-regulation. Through cognitive training, athletes can realize the importance of concentration and distribution of attention to competitive performance, as well as how to detect distraction in time and make adjustments during the competition. Concentration training aims to help athletes improve their concentration and endurance on competition tasks. Through various concentration training methods such as games and tasks, athletes' concentration can be trained to improve their concentration time and effect on competition tasks. Distraction training aims to help athletes flexibly allocate attention during the competition, detect and deal with external interference in time, and maintain a good state in the competition. Through distraction training, athletes' adaptability and stress resistance in the arena can be improved. In addition, visual attention is particularly important in track and field sports. For example, sprinting, high jump and other events require athletes to observe and respond to targets quickly and accurately. Visual attention training can help athletes improve their sensitivity and reaction speed to external visual stimuli through various target recognition and reaction training methods. The training process needs to be combined with actual competitions, and training should be carried out through simulated competition scenes to help athletes effectively apply the attention control skills acquired in training to actual competitions. At the same time, it is necessary to summarize the effects of attention training in a timely manner during the competition to provide feedback and adjustments for subsequent training. In addition, psychological relaxation training is also an important part, which can help athletes maintain a good state of attention during the competition. Through breathing training, relaxation training and other methods, athletes can stay calm in a tense competition environment and effectively adjust their state of attention. In summary, the techniques and methods of training attention need to comprehensively consider cognitive training, concentration training, distraction training, visual attention training and other methods, and need to be combined with actual competitions to provide comprehensive attention training support for young track and field athletes (Birrer & Morgan, 2010).

Psychological adjustment training

In the field of sports, psychological adjustment training aims to help athletes better cope with the pressure and challenges in the competition and improve their competitive performance. If young athletes want to achieve the best sports results and performance in the competition, it is necessary to properly train their emotional regulation and control abilities. First, coaches need to teach athletes to learn to relieve tension in the competition through deep breathing and relaxation training. Deep breathing can help athletes calm

down, relax their body and mind, and reduce anxiety and tension. Secondly, coaches need to teach athletes to monitor their emotions and thinking patterns, help them recognize negative emotions and thoughts, and learn to transform these negative emotions through cognitive reconstruction. For example, when athletes feel anxious, they can help them examine the causes of anxiety, and then transform negative thinking and replace it with positive thinking. Finally, coaches need to help athletes set clear game goals, eliminate interference from other factors in the game, and conduct concentration training to help them focus on the tasks in the game instead of focusing too much on external factors or opponents. Through the above methods of psychological adjustment training, athletes can improve their concentration on the field to achieve better results in the game.

Future Research Directions

Personalized and specialized interventions

The main purpose of psychological training is to improve the psychological state and make it reach the best level to adapt to the requirements of sports technology and comprehensive physical and mental development. Personalized intervention measures are adopted according to individual characteristics. Individual personality traits, motivation level, self-efficacy, self-regulation ability, etc. may have an effect on the effect of psychological skill training. In psychological training, what should be trained and what methods should be adopted must take into account the existing psychological characteristics of the individual. Some need to adopt self-control training, some require self-mobilization and motivational training, and some need a combination of the two. The selection of psychological training content and methods should not only be based on individual psychological characteristics, but also on the specific psychological changes of individuals at different times. It is well known that human psychology has great plasticity, and it is necessary to consider these characteristics when conducting psychological training (Lochbaum et al., 2022).

According to the characteristics of different groups, the focus of each psychological training should be different. Skill-dominated groups need good concentration ability, good self-control and regulation ability, clear image reproduction ability, etc. Physical-dominated groups need high concentration ability, confidence to surpass oneself, tenacious will quality, self-control ability and psychological tolerance, etc. From the existing research, it seems that the psychological training of different sports is studied in different categories, such as psychological skill training for basketball players, gymnasts, and track and field athletes, but the methods used are essentially the same and have universality. According to the inherent characteristics of different projects, we should adopt training methods that are not universal but targeted and specialized, and we can use several training methods together, that is, psychological skill method combination, and adopt different combinations according to the characteristics of the project, so as to obtain better training results.

Application of procedural knowledge in psychological skills training

Declarative knowledge and procedural knowledge are both components of motor skills. Declarative knowledge corresponds to factual knowledge, definition and theorem knowledge, and is a structured, hierarchical, and static schematic representation; procedural knowledge is a cognitive skill in the traditional sense, a dynamic representation of production, and its existence can only be indirectly inferred in the form of some activities. In a specific task, declarative knowledge represents "knowing what to do" and procedural knowledge represents "knowing how to do it." Cognitive psychologists have found that as expertise is acquired, an individual's knowledge develops from less complex declarative knowledge (such as principles and rules) to more complex procedural knowledge. Declarative knowledge is acquired step by step through training and competition, while procedural knowledge promotes the acquisition and retention of specific declarative knowledge (Walsh & Du Plooy, 2023).

Follow-up training and case studies

Sports psychology training practice shows that athletes' psychological abilities are also affected by the acquired environment and psychological training like their physical abilities and technical and tactical abilities, and can be acquired and enhanced through training. The training of sports psychological skills should also follow the rules of general skill training, and long-term and systematic training must be adhered to in order to achieve significant results. Athletes' psychological training should not only be carried out on the sports field, but also in daily life. Sports psychology training should adopt case studies, and individual training will have better results, so that specialized and systematic psychological training can be carried out more comprehensively. However, this is time-consuming and labor-intensive, and it seems unrealistic to conduct long-term individual training for every athlete. This method can be targeted at athletes with prominent problems and representativeness.

Conclusion

Research shows that good psychological quality is the key to high-level competitive performance. As an important part of the modern sports training system, psychological skills training not only has a significant effect on improving sports performance, but is also one of the core paths to achieve the comprehensive development of athletes. At present, sports psychology training has gradually moved from marginal auxiliary means to scientific and systematic training, showing its great potential in improving competitive ability, regulating emotional state, and enhancing stress resistance. Therefore, the standardization and institutionalization of psychological training should become a regular part of the training plan.

To effectively implement psychological skills training, coaches and athletes need to establish scientific cognition, fully understand its positive impact on sports performance,

and implement it as a systematic project that is equally important as physical and technical training. Psychological training is essentially a learnable psychological technique. Only through planned, phased, and individualized intervention and practice can it be transformed into a stable psychological advantage in the game.

Future research and practice should pay more attention to the improvement of theoretical guidance and evaluation systems, strengthen interdisciplinary cooperation, and promote the deep integration of psychological skills training under different cultural backgrounds and project characteristics. Only in this way can we build a scientific, efficient and sustainable psychological skills training system and provide solid support for the high-quality development of competitive sports.

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