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INTEGRATING PSYCHOLOGICAL SUPPORT INTO PHYSICAL EDUCATION CLASSES: A PILOT INTERVENTION STUDY IN HIGHER EDUCATION

Abstract

Physical education in higher education is often associated with physical fitness, yet students' experience also depends on communication, peer interaction, instructor support, and emotional comfort. This pilot study examined whether a brief psychological support module integrated into regular physical education classes could improve students' perceived psychological support, engagement, and emotional well-being. A quasi-experimental pre-test/post-test design was used at Korkyt Ata Kyzylorda University over six weeks. Seventy-two undergraduate students completed both measurements. The module included emotional check-ins, pair and group tasks, supportive instructor feedback, and short post-class reflection. Data were collected using a questionnaire covering three areas: psychological support, student engagement, and emotional well-being. After the intervention, mean scores increased in all areas: psychological support from 3.18 to 3.76, engagement from 3.32 to 3.79, and emotional well-being from 3.21 to 3.68. Paired-samples t-tests confirmed reliable pre-test to post-test improvements, with moderate effect sizes. The data suggest that small support-oriented changes in physical education may strengthen students' engagement and emotional comfort, showing its psychological and pedagogical value.

Keywords: physical education, psychological support, student engagement, emotional well-being, higher education, intervention.

Introduction

Universities today are expected to offer more than academic instruction. They are also expected to pay attention to how students feel, how they adapt to the university environment, and how actively they take part in everyday academic life. This issue is far from secondary. Students enter higher education with different levels of confidence, emotional readiness, and personal pressure. For many of them, academic workload, unfamiliar social surroundings, and uncertainty about the future may influence not only learning outcomes, but also motivation and general well-being [1].

For this reason, student well-being has become part of a broader discussion about the quality of higher education. In earlier approaches, university success was often measured mainly through grades, attendance, and the completion of academic tasks. These indicators remain important. However, they do not fully reflect students' actual experience. A student may attend classes regularly and submit assignments on time, while still feeling anxious, isolated, or emotionally exhausted [2]. Physical education holds a particular place in this context. It differs from most other university subjects because it involves the body, communication, comparison with peers, teacher feedback, and emotional reactions within the same lesson. Some students feel relaxed and confident in such classes, whereas others may become shy, passive, or worried about being judged. For this reason, physical education should not be viewed only as a subject aimed at physical development. It can also become a learning space where psychological and pedagogical support emerges in a natural and practical form [3]. Research on physical activity supports this broader understanding. Studies have shown that physical activity interventions may reduce anxiety, stress, and depressive symptoms among university students. They can also support better well-being and a more stable emotional state [4, 5] physical exercise, as a rehabilitative therapeutic approach, appears to play a significant role in preventing poor mental health among students. This meta-analysis aims to evaluate the impact of physical activity interventions on the mental health status of university students. This study systematically searched PubMed, Cochrane Library, Web of Science, Embase, and Scopus for randomized controlled trials (RCTs). However, the influence of physical education cannot be explained only by the fact that students are physically active. Movement is certainly important, but it is only one part of the experience. The classroom atmosphere, the way the teacher gives feedback, the quality of peer interaction, and the feeling of being supported can also shape how students experience physical education psychologically [6].

This point is particularly relevant for regular university physical education classes. In practice, these classes are often organised around attendance, standard exercises, and physical performance. Such a format may work well for students who are already active, confident, and comfortable in movement-based settings. Yet it may be less supportive for students who feel physically unprepared, insecure, or uncomfortable in front of others. For them, small details can make a real difference: whether the instructor notices effort, whether group work is arranged respectfully, and whether mistakes are accepted calmly rather than treated as failure.

The present study starts from this practical problem. It does not propose a completely new instructional technology. Rather, it examines a short psychological support module that can be integrated into ordinary physical education classes. The module consists of simple elements: emotional check-ins, pair and group activities, supportive feedback from the instructor, and brief reflection at the end of the lesson. These elements do not replace physical activity. Instead, they change how the lesson is organised and experienced by students. The study was conducted with undergraduate students at Korkyt Ata Kyzylorda University. The intervention lasted six weeks. Its main purpose was to examine whether small changes in lesson organisation could improve students' perceived psychological support, engagement, and emotional well-being. In this sense, the study considers not only physical activity itself, but also the pedagogical conditions that surround it.

This study aimed to explore whether a short psychological support module, added to regular physical education classes, was associated with changes in students' perceived psychological support, engagement, and emotional well-being.

The following research questions were addressed:

1. How does students' perceived psychological support change after the intervention?
2. In what ways does the psychological support module relate to student engagement in physical education classes?
3. What changes occur in students' emotional well-being after the intervention?
4. How do students describe the supportive elements used during the physical education classes?

Literature Review

Physical education in higher education is commonly associated with health, movement, and physical fitness. This view is valid, but it does not capture the full meaning of the class. A physical education lesson is also a social and emotional situation. Students communicate with one another, observe their peers, respond to the teacher's feedback, and gradually form attitudes toward their own

abilities. In some cases, these experiences increase motivation and confidence. In other cases, they may lead to hesitation, discomfort, or withdrawal. For this reason, physical education should be viewed not only as a setting for exercise, but also as a pedagogical environment where students' psychological experience matters [7].

The psychological dimension of physical education can often be seen in ordinary classroom interactions. The same task may be explained in ways that either encourage students or make them feel uncertain. Feedback may help students notice their effort and progress, but it may also create pressure when it is based mainly on comparison. These details may seem small during the lesson, yet they can influence how students participate and how safe they feel in the learning process. In this context, psychological support does not refer to formal therapy. Rather, it means organising the lesson in a respectful, supportive, and emotionally safe manner [8].

Engagement is closely connected with this kind of support. In physical education, engagement cannot be reduced to attendance alone. A student may be present in class and still remain passive or avoid taking part in activities. Genuine engagement becomes visible when students participate in tasks, cooperate with peers, show interest, and stay involved until the end of the lesson. Supportive teaching can make such participation easier, particularly for students who do not feel physically strong, skilled, or confident [9].

Cooperative learning can make physical education more inclusive and less focused on direct comparison between students [10]. When students work in pairs or small groups, responsibility is shared, and participation no longer depends only on the strongest or most active members of the class. Students can support one another, try tasks with less fear of failure, and feel more involved in the lesson. This is especially relevant in university settings, where students often differ greatly in their physical background, confidence, and previous experience of physical education [11]. Another important idea is need-supportive teaching. In physical education, students are more likely to participate meaningfully when they feel capable, accepted, and safe from humiliation when mistakes occur. They also need to feel that they belong to the group. When the instructor recognises effort, gives clear instructions, and avoids unnecessary pressure, students may become more willing to take part in activities. In this way, motivation is shaped not only by the exercise itself, but also by the emotional climate created during the lesson [12] adolescents are insufficiently active, highlighting the need for effective strategies to enhance their activity levels. This study evaluated a web-based intervention program designed for physical education (PE).

Reflection can further strengthen the supportive role of physical education. It does not have to take much time. Even two or three minutes at the beginning or end of a class may help students notice their mood, energy level, and emotional changes after movement. For example, they may briefly answer what helped them participate or how they felt after the lesson. Such reflection is not intended as a diagnostic procedure. Its value is pedagogical: it helps students connect physical activity with their own emotional experience [13].

Reflective practice is also useful for the instructor. Short student responses can show whether the class feels comfortable, stressful, engaging, or too demanding. This information may help the teacher adjust future lessons. In this sense, reflection is more than a small activity added at the end of the class. It works as a simple feedback channel between students and the instructor [14].

Universities may not always have enough resources to introduce separate mental health programmes. However, physical education classes already exist in the curriculum, which creates a practical opportunity for support. Emotional check-ins, cooperative tasks, supportive feedback, and brief reflection can be built into the existing lesson structure [15]. These elements do not require expensive equipment or additional teaching hours. This study responds to this practical and research gap. Previous studies have discussed the importance of physical activity, motivation, support, and reflection. Less attention has been paid to how these elements can be combined within ordinary university physical education classes. Therefore, the present study tests a six-week psychological support module and examines whether it is associated with improvements in students' perceived support, engagement, and emotional well-being.

Materials and methods

This study used a pilot quasi-experimental design with a pre-test and post-test structure. It examined whether a short psychological support module, integrated into regular physical education classes, was associated with changes in students’ perceived psychological support, engagement, and emotional well-being.

The study did not seek to develop a new authorial technology. Its focus was more practical: to adapt several psychological and pedagogical support strategies to the existing format of physical education classes. These strategies included emotional check-ins, cooperative physical tasks, supportive instructor feedback, and short reflective activities.

The intervention was conducted at Korkyt Ata Kyzylorda University during regular physical education classes. This setting was chosen because physical education naturally combines movement, communication, participation, and emotional reactions. It therefore provided a suitable context for observing how students respond to support-oriented changes in lesson organisation. The participants were undergraduate students who attended physical education classes during the study period. The sample was formed through convenience sampling and included 72 students who completed both stages of measurement. Participation was voluntary. Students were informed that their responses would be used only for research purposes. Participants were included in the study if they regularly attended physical education classes and completed both the pre-test and post-test questionnaires. Students with medical restrictions were not required to take part in practical activities that could be unsuitable for their health condition.

The intervention was organised as a six-week psychological support module embedded into physical education classes. It was not taught as a separate programme. Instead, it was added to the usual lesson structure as a supportive pedagogical component. Each class included three stages. At the beginning of the lesson, students completed a short emotional check-in. This helped them notice their current mood, energy level, or readiness to participate. The main part of the lesson included pair and small-group physical activities. These tasks were used to encourage communication, peer support, and active involvement. At the end of the class, students completed a brief reflection on how they felt during the lesson and what helped them become more engaged.

Supportive feedback from the instructor was also part of the intervention. Attention was given not only to physical performance, but also to effort, participation, cooperation, and individual progress. Direct negative comparison between students was avoided. See the table 1.

Table 1 – The structure of the intervention

Week	Main focus	Support element
1	Introduction and light group activities	Emotional check-in
2	Pair and group tasks	Peer support
3	Team-based physical activities	Communication and inclusion
4	Stress-reducing movement activities	Relaxation and emotional regulation
5	Group challenge tasks	Motivation and engagement
6	Final integrative session	Reflection and post-test
Note: Compiled by authors.		

Data were collected through a questionnaire administered before and after the intervention. The questionnaire covered three areas: perceived psychological support, student engagement, and emotional well-being. The psychological support scale included items on instructor support, encouragement, respectful communication, and emotional safety. The engagement scale focused on students’ interest, participation, cooperation, and willingness to take part in physical education activities. The emotional well-being scale addressed mood, emotional comfort, stress reduction, and positive feelings after class.

Responses were rated on a five-point Likert scale, where 1 meant strong disagreement and 5 meant strong agreement. Higher scores reflected higher levels of psychological support, engagement, and

emotional well-being. In addition to the questionnaire, students answered short open-ended reflection questions after the intervention. These responses were used to better understand which parts of the programme students considered useful.

The study was carried out in three stages. At the first stage, students completed the pre-test questionnaire before the intervention. At the second stage, the six-week psychological support module was implemented during regular physical education classes. At the third stage, students completed the post-test questionnaire and wrote short reflections about their experience.

The same questionnaire was used at both measurement points so that changes in the selected variables could be compared. Students were asked to answer honestly, and their responses had no influence on their academic results. Quantitative data were analysed in JASP. Descriptive statistics were calculated for each variable. Cronbach’s alpha was used to assess the internal consistency of the scales. A paired-samples t-test was used to compare pre-test and post-test scores. If the normality assumption was not met, the Wilcoxon signed-rank test was considered as a non-parametric alternative. Effect sizes were calculated to estimate the practical meaning of the observed changes.

Correlation analysis was conducted to examine the relationships between psychological support, engagement, and emotional well-being. Open-ended responses were analysed through simple thematic coding. Repeated ideas were grouped into several categories, including instructor support, peer interaction, emotional comfort, motivation, and reduced stress. The study followed basic ethical principles of educational research. Participation was voluntary, and students were informed about the purpose of the study. The questionnaire was anonymous, and the data were used only for research purposes. Students with health limitations were not required to complete physical tasks that could be unsuitable for their condition.

Results and discussion

The final analysis included 72 undergraduate students who completed both stages of the survey. Three variables were examined: perceived psychological support, student engagement, and emotional well-being. The analysis began with descriptive statistics and a reliability check for each scale. These results are presented in table 2.

Table 2 – Reliability and descriptive statistics of the main variables

Variable	Items	Cronbach’s α	Pre-test M	Pre-test SD	Post-test M	Post-test SD
Psychological support	8	.86	3.18	0.67	3.76	0.63
Student engagement	6	.82	3.32	0.61	3.79	0.58
Emotional well-being	6	.84	3.21	0.64	3.68	0.60

Note: Compiled by authors.

Table 2 shows that all three scales had acceptable internal consistency. Cronbach’s alpha values ranged from .82 to .86, suggesting that the questionnaire was reliable enough for the next stage of analysis. The descriptive statistics also show that mean scores increased in all three variables after the six-week intervention.

The most noticeable increase was found in perceived psychological support. The mean score rose from 3.18 at the pre-test to 3.76 at the post-test. This means that, after the intervention, students tended to view the physical education class environment as more supportive. Student engagement followed a similar pattern, with the mean score increasing from 3.32 to 3.79. Emotional well-being also moved in a positive direction, rising from 3.21 to 3.68. Although this increase was slightly smaller than the change in perceived support, it still suggests an improvement in how students experienced the class emotionally.

Paired-samples t-tests were then conducted to check whether the pre-test and post-test changes were statistically meaningful. The results are presented in table 3.

Table 3 – Paired-samples t-test results

Variable	Mean difference	t	df	p	Cohen's d
Psychological support	0.58	5.23	71	< .001	0.62
Student engagement	0.47	4.68	71	< .001	0.55
Emotional well-being	0.47	4.11	71	< .001	0.48

Note: Compiled by authors.

The comparison of pre-test and post-test scores confirmed improvement in all three variables. Perceived psychological support was higher after the intervention, $t(71) = 5.23$, $p < .001$. A similar result was found for student engagement, which also increased from pre-test to post-test, $t(71) = 4.68$, $p < .001$. Emotional well-being followed the same direction, with a significant increase after the intervention, $t(71) = 4.11$, $p < .001$.

The effect sizes fell within the moderate range for all three variables. The largest effect was observed for psychological support ($d = 0.62$), which is understandable because the intervention was built around supportive interaction, emotional check-ins, and constructive feedback in physical education classes. Student engagement also showed a moderate effect ($d = 0.55$), suggesting that students became more involved in the lesson process. For emotional well-being, the effect was slightly smaller but still meaningful ($d = 0.48$). For clarity, the pre-test and post-test mean scores are presented visually in figure 1.

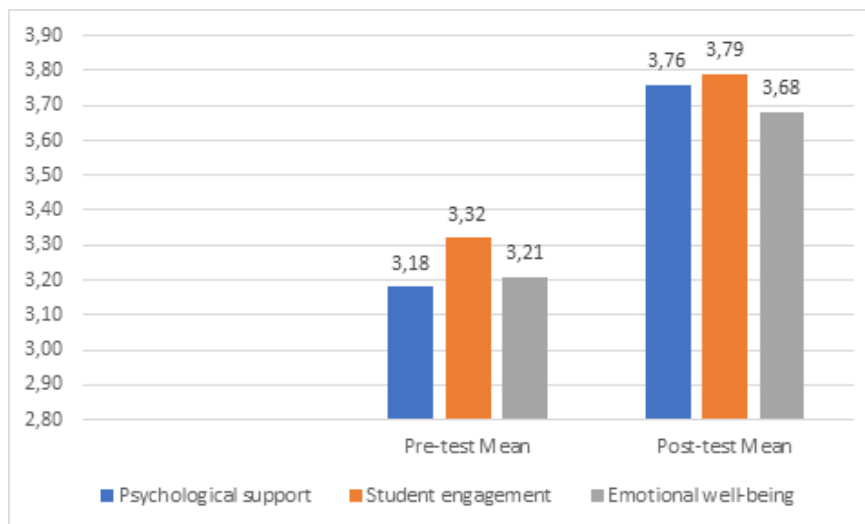


Figure 1 – Pre-test and post-test mean scores across the main variables

Note: Compiled by the authors based on the data of the pilot intervention study, $n = 72$.

Figure 1 illustrates the increase in mean scores from pre-test to post-test across all three areas. The most visible change can be seen in psychological support. Student engagement and emotional well-being also increased, which corresponds with the statistical results presented above.

Students' written reflections added further detail to the quantitative results. Many participants wrote that supportive communication from the instructor made the classes feel calmer, less stressful, and more welcoming. Pair and group activities were also described as useful, as they helped reduce discomfort and made participation easier. Several students mentioned that short reflection at the end of the lesson helped them notice changes in their mood and better understand their emotional state after physical activity.

These results suggest that the psychological support module was associated with a more supportive experience of physical education classes. During the six-week intervention, students reported higher perceived support, stronger engagement, and better emotional well-being. Since the study was

conducted as a pilot intervention, the results should be interpreted carefully. Nevertheless, the data show that physical education may function not only as a space for movement and physical activity, but also as a setting where psychological and pedagogical support can be naturally integrated into higher education.

This pilot study examined whether a short psychological support module, integrated into regular physical education classes, was associated with changes in students' perceived psychological support, engagement, and emotional well-being. After the six-week intervention, all three variables moved in a positive direction. Although the study was small in scale, the results show that physical education can be organised not only around movement and physical activity, but also as a learning environment where students receive emotional and pedagogical support.

The most noticeable change was found in perceived psychological support. This result is understandable, as the intervention was designed around supportive communication, emotional check-ins, cooperative tasks, and constructive feedback. In ordinary physical education classes, students may sometimes pay too much attention to their physical ability, compare themselves with others, or worry about making mistakes. The support module helped shift the focus toward effort, participation, cooperation, and individual progress. Because of this, students may have experienced the lesson environment as safer, calmer, and more encouraging.

The increase in student engagement is also important. It suggests that students became more willing to participate when physical education activities were organised in a cooperative and less judgmental manner. Pair and group tasks may have helped students feel less isolated during the lesson. Instead of performing exercises only as individual physical tasks, students had more opportunities to communicate, support one another, and take part in shared activities. This may explain why engagement increased after the intervention.

Emotional well-being also improved, although the change was slightly smaller than the increase in psychological support. This is not unexpected. Students' emotional well-being is influenced by many factors beyond one university subject, including academic workload, personal stress, social relationships, and general life circumstances. For this reason, a six-week intervention in physical education cannot be expected to produce large emotional changes. Even so, the results suggest that short supportive elements within regular classes may help students feel calmer, more comfortable, and more positive after participation.

The results also point to a close connection between psychological support, engagement, and emotional well-being. Students who felt more supported tended to report stronger engagement and a better emotional state. This relationship is relevant for higher education practice, because participation in physical education may depend not only on the type of exercises used in class, but also on the emotional and social atmosphere of the lesson. When students feel respected, encouraged, and included, they are more likely to take part in activities with confidence.

Another important point is that the intervention did not require a full revision of the physical education curriculum. The support module was integrated into regular classes through short and realistic pedagogical elements. Emotional check-ins, group tasks, supportive feedback, and final reflection did not take much lesson time, but they helped change the tone of the class. This makes the approach practical for university teachers, as it can be applied without major organisational changes, expensive equipment, or additional teaching hours.

Students' written reflections were consistent with the quantitative results. Their comments suggest that the intervention was meaningful not only because students were physically active, but also because of how the lesson was organised. They referred to instructor support, peer interaction, emotional comfort, and reduced tension. These responses show that psychological support in physical education does not have to be limited to formal counselling or separate psychological sessions. It can also be expressed through everyday teaching practices, such as the teacher's language, feedback, task design, and attitude toward students.

The results suggest that physical education in higher education has wider pedagogical potential than is often assumed. It can support not only physical development, but also students' personal growth, emotional stability, social interaction, and engagement with university life. This is especially relevant for students who face academic pressure, adaptation difficulties, or emotional fatigue during

their studies. In this context, physical education may become one of the accessible spaces where psychological and pedagogical support can be provided in a natural way.

The results, however, should be interpreted with caution. The study was conducted as a pilot intervention with one group of students. Since there was no control group, it is not possible to state that all observed changes were caused only by the intervention. Other factors, such as adaptation to the semester, group dynamics, or students' individual motivation, may also have influenced the results. The sample was limited to one university, which also restricts the possibility of generalising the findings to all higher education contexts.

Another limitation concerns the use of self-reported data. Students evaluated their own perceptions of support, engagement, and emotional well-being. Such data are useful because they reflect students' personal experience, but they may also be influenced by current mood, social desirability, or individual expectations. Future studies could include teacher observations, attendance records, or more detailed qualitative interviews to provide a fuller understanding of how the intervention works in practice.

Even with these limitations, the study offers useful initial evidence. It shows that a short psychological support module can be integrated into regular physical education classes and may be associated with positive changes in students' learning and emotional experience. Further research could test the intervention with a larger sample, include a control group, and extend the duration of the programme. It would also be useful to compare different types of physical activities and examine which support elements work best for different groups of students.

The results support the idea that psychological and pedagogical support can be naturally embedded into university physical education. The intervention did not turn physical education into a psychological training session. Rather, it showed that small changes in lesson organisation can make classes more supportive, engaging, and emotionally comfortable. This is directly connected with the broader aim of improving students' well-being through innovative pedagogical approaches in university physical education.

Conclusion

This pilot study explored the use of a short psychological support module in regular physical education classes at Korkyt Ata Kyzylorda University. The study focused on whether ordinary physical education lessons could be strengthened through simple psychological and pedagogical elements, including emotional check-ins, cooperative tasks, supportive feedback, and brief reflection. After the six-week intervention, students reported higher perceived psychological support, stronger engagement, and better emotional well-being.

The study shows that physical education in higher education should not be viewed only as a subject for physical development. When lessons are organised in a supportive and student-centred manner, they can also help students feel more comfortable, confident, socially connected, and willing to participate. The most noticeable improvement was found in perceived psychological support. Students appeared to recognise more encouragement, respectful communication, peer cooperation, and emotional safety during the classes.

Student engagement also increased after the intervention. This may be explained by the fact that the lesson environment became less focused on comparison and more oriented toward cooperation, effort, and individual progress. Emotional well-being also improved, although the change was slightly smaller. This is understandable, as students' emotional state is shaped by many factors outside one academic subject. Even so, the data indicate that a short support module within physical education can create conditions that help students feel calmer, more comfortable, and less tense during classes.

The practical value of the study is that the intervention did not require major curriculum changes. The psychological support elements were added to regular physical education classes without replacing the main physical activities. This makes the approach realistic for university practice. Physical education instructors can use emotional check-ins, pair and group tasks, supportive feedback, and final reflection without special equipment or additional class hours.

The results of this study may be relevant for several groups. For physical education teachers, they offer a practical way to make classes more inclusive, supportive, and engaging. For university psychologists and student support services, the study shows that psychological support does not always

need to be separated from the learning process or limited to counselling sessions. Some supportive elements can be included in everyday teaching practice. The results may also be helpful for university administrators and curriculum designers who seek to improve students' well-being through existing educational programmes. In addition, the study can serve as a basis for further research on innovative pedagogical approaches in physical education and higher education.

The study also has several limitations. Since it was conducted as a pilot intervention, the sample was relatively small and included students from only one university. For this reason, the results cannot be generalised to all students or all higher education institutions. Another limitation is the absence of a control group. Without a comparison group, it is difficult to state with certainty that all observed changes were caused only by the intervention. Students' adaptation to the semester, the atmosphere within the group, or individual motivation may also have influenced the results.

The duration of the intervention should also be considered. The module lasted six weeks, which was enough to observe initial changes, but not enough to determine whether these changes would remain stable over time. The study also relied mainly on self-reported questionnaire data. Such data are valuable because they reflect students' own perceptions, but they can be affected by current mood, expectations, or the wish to give socially acceptable answers. Future studies could include classroom observation, interviews, attendance records, or teacher evaluations to provide a more complete picture.

Further research should test this module with a larger sample and include both experimental and control groups. It would also be useful to extend the intervention for a full semester and compare different types of physical education activities. Future studies could examine whether the same approach works differently for first-year students, senior students, students with low physical confidence, or those experiencing higher levels of academic stress.

Although the results are preliminary, the study shows that physical education can become a meaningful space for psychological and pedagogical support in higher education. Small changes in lesson organisation can influence how students experience physical education classes. A supportive atmosphere, cooperative interaction, and brief reflective moments may help students feel more included, more engaged, and emotionally more comfortable. For this reason, integrating psychological support elements into physical education can be viewed as a promising direction for improving students' well-being and strengthening the educational value of university physical education.

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ДЕНЕ ТӘРБИЕСІ САБАҚТАРЫНА ПСИХОЛОГИЯЛЫҚ ҚОЛДАУДЫ ЕНГІЗУ: ЖОҒАРЫ БІЛІМ БЕРУ ЖАҒДАЙЫНДАҒЫ ПИЛОТТЫҚ ИНТЕРВЕНЦИЯЛЫҚ ЗЕРТТЕУ

Андатпа

Жоғары білім беру жүйесінде дене тәрбиесі көбіне дене дайындығы және қозғалыс белсенділігімен байланыстырылады. Алайда студенттердің бұл сабақтардағы тәжірибесі қарым-қатынасқа, құрдастарымен өзара әрекетке, оқытушы қолдауына және эмоционалдық жайлылыққа да тәуелді. Бұл пилоттық зерттеуде әдеттегі дене тәрбиесі сабақтарына енгізілген қысқа психологиялық қолдау модулінің студенттердің қабылдайтын психологиялық қолдауына, сабаққа қатысу белсенділігіне және эмоционалдық әл-ауқатына ықпалы қарастырылды. Зерттеу алдын ала және қорытынды өлшеуі бар квазиэксперименттік дизайн негізінде Қорқыт Ата атындағы Қызылорда университетінде алты апта бойы жүргізілді. Екі өлшеуге де толық қатысқан 72 бакалавриат студенті талдауға енгізілді. Модуль студенттердің эмоциялық күйін қысқаша анықтау, жұптық және топтық тапсырмалар, оқытушының қолдаушы кері байланысы және сабақ соңындағы қысқа рефлексия-

дан тұрды. Интервенциядан кейін барлық көрсеткіштердің орташа мәні артты: психологиялық қолдау 3,18-ден 3,76-ға, қатысу белсенділігі 3,32-ден 3,79-ға, эмоционалдық әл-ауқат 3,21-ден 3,68-ге дейін жоғарылады. Жұптық t-критерий бұл өзгерістердің статистикалық тұрғыдан маңызды екенін көрсетті, әсер көлемі орташа деңгейде болды. Алынған деректер дене тәрбиесіндегі шағын қолдаушы өзгерістер студенттердің белсенділігі мен эмоционалдық жайлылығын күшейте алатынын көрсетеді.

Тірек сөздер: дене тәрбиесі, психологиялық қолдау, студенттердің қатысу белсенділігі, эмоционалдық әл-ауқат, жоғары білім, интервенция.

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ИНТЕГРАЦИЯ ПСИХОЛОГИЧЕСКОЙ ПОДДЕРЖКИ В ЗАНЯТИЯ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ: ПИЛОТНОЕ ИНТЕРВЕНЦИОННОЕ ИССЛЕДОВАНИЕ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация

В высшем образовании физическая культура чаще всего связывается с физической подготовленностью и двигательной активностью. Однако опыт студентов на таких занятиях зависит также от общения, взаимодействия с одноклассниками, поддержки преподавателя и эмоционального комфорта. В данном пилотном исследовании рассматривалось, может ли краткий модуль психологической поддержки, включенный в обычные занятия физической культурой, способствовать улучшению воспринимаемой психологической поддержки, вовлеченности студентов и их эмоционального благополучия. Исследование проводилось в Кызылординском университете имени Коркыт Ата и имело квазиэкспериментальный дизайн с предварительным и итоговым измерением. Интервенция продолжалась шесть недель. В итоговый анализ были включены 72 студента бакалавриата, прошедшие оба этапа измерения. Модуль включал краткое определение эмоционального состояния студентов, парные и групповые задания, поддерживающую обратную связь преподавателя и небольшую рефлексию после занятия. После интервенции средние показатели повысились по всем трем направлениям: психологическая поддержка – с 3,18 до 3,76, вовлеченность – с 3,32 до 3,79, эмоциональное благополучие – с 3,21 до 3,68. Парный t-критерий подтвердил статистически значимые улучшения при умеренных размерах эффекта. Полученные данные показывают, что небольшие поддерживающие изменения в занятиях физической культурой могут усилить вовлеченность студентов и их эмоциональный комфорт.

Ключевые слова: физическая культура, психологическая поддержка, вовлеченность студентов, эмоциональное благополучие, высшее образование, интервенция.

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