



Reflections on Football Teaching Design in Colleges and Universities by Village Super Football Culture

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Abstract

The phenomenon-level explosion of the village super in Rongjiang County, Guizhou fully demonstrates the integration and development of “sports+”, and also shows that the grassroots sports culture inherits the tradition, and promotes the grassroots sports culture in China through the germination and breeding of localization. The development and progress of mass football. This article analyzes the three indicators of learning ability, participation ability and communication ability by comparing traditional physical education methods. According to the experiment of football education applied to physical education in colleges and universities, this paper takes students as the research objects in the aspects of educational concept, educational design, educational method and organizational form. It is necessary to pay attention to the teaching skills of students, but also to fully mobilize the enthusiasm of students. This paper extracts the importance of stimulating students' sports enthusiasm for the design of physical education classrooms in colleges and universities through the interpretation of the appeal of village football to the whole people, and puts forward the realization path of college football teaching.

Subject Areas

Physical Education

Keywords

Culture, Sports Education Model, Football, Teaching Design

1. Introduction

The “world wave” skills such as immediate maneuvers and upside-down golden

hooks in the Guizhou Village Super League are one of the important factors that attract the attention of the entire network. The climax of the Village Super League not only aroused the enthusiasm of local fans, but also attracted attention and support from all over the country. Therefore, in college physical education, we should pay attention to the individual uniqueness and diversity of students, and promote multi-faceted activities between teachers and students and between students, so as to improve students' enthusiasm for classroom participation, enhance students' creativity, and improve students' creativity. Self-learning ability [1]. Football is a sport that combines health, leisure, sports and competitive attributes, so it is very popular among college students. But in the football classes of most colleges and universities in our country, the students are not familiar with the ball and know little about football skills and tactics. The various techniques of football require high personal skills and are difficult to master in a short period of time, but for beginners, other Getting started as a recreational sport is relatively easy.

2. The Connotation and Theoretical Basis of the Football Culture in the Village Super League to the Sports Teaching Model

On May 13, 2023, the "Hemei Village Football Super League" held in Rongjiang County, Guizhou officially kicked off. A village-level amateur league, it became popular all over the Internet. 20 local teams and tens of thousands of spectators ignited the summer night with passion and cheers. In terms of the connotation of the village super football culture to the sports teaching model, the teacher's teaching and the student's learning have the advantages of individualized teaching, group teaching and repeated learning. But the disadvantage is that due to the long hours of teaching, the teacher's vision and concentration will be fatigued. The focus of personalization and diversification of college physical education teaching should be placed on multilateral mutual assistance activities between teachers and students, classmates and classmates, aiming to promote students' enthusiasm for participation, thereby improving students' creativity, and maximizing their self-study ability. Football class is a sports item of physical education elective course. Most college students prefer physical education classes with various styles and characteristics in colleges and universities. The reason for choosing football courses is that elementary football skills are easy to learn. In the actual classroom, the teacher mainly focuses on technical teaching, and all students participate in football lessons and follow the teacher's rhythm. How to improve students' learning ability through teaching and give full play to students' learning initiative and enthusiasm in the classroom is a problem that needs to be solved in college football teaching. One of the important purposes of physical education courses is to help students develop the skills of independent thinking and cooperative learning, which require the guidance of teachers. We should pay attention to cultivating their independent thinking and group spirit, so that they can grow into a person with a sense of responsibility. We should

closely link the content of the football course with the actual situation, integrate it into classroom activities, so that every student has the opportunity to participate in practical activities, take students as the main body, arrange football matches reasonably, and improve students' academic performance. Learning interest, strengthening training, and combining teaching forms with competitions can enrich students' enthusiasm for learning, and by assigning different roles in competitions, they can enhance students' sense of responsibility and improve their ability to collaborate [2]. One semester of study can give students of different levels the same opportunity to improve sports, fully mobilize students' enthusiasm, be student-centered, focus on developing learning ability, enhance students' ability to participate in sports, and improve students' communication skills. **Figure 1** shows the framework of this study.

2.1. Connotation

“Learning engagement” comes with the development of specific activities and is a concept related to learning. Instructional engagement leads to improvements in learning, and the level of engagement leads to individual differences, but generally produces a number of learning outcomes and correlates with different domains such as interest, satisfaction, and duration of engagement. Li Enzhu (2001) through the study of the relationship between the learning motivation of “devotion” and the influence of cognitive strategies, proposed that the higher the self-discipline's extrinsic motivation, the higher the intrinsic motivation, the higher the level of super-cognition, and the more use of deep cognitive strategies, the higher the degree of investment.

The goal of the sports teaching mode is to cultivate students with sports enthusiasm, sports ability and sports culture. The author interprets people's enthusiasm for sports from the perspective of science as: 1) the knowledge goal of physical education teaching: arrange sports games, let students participate more actively in sports practice and collective games, and can well understand and effectively grasp the theory and behavior of sports essence. 2) Ability goal: improve

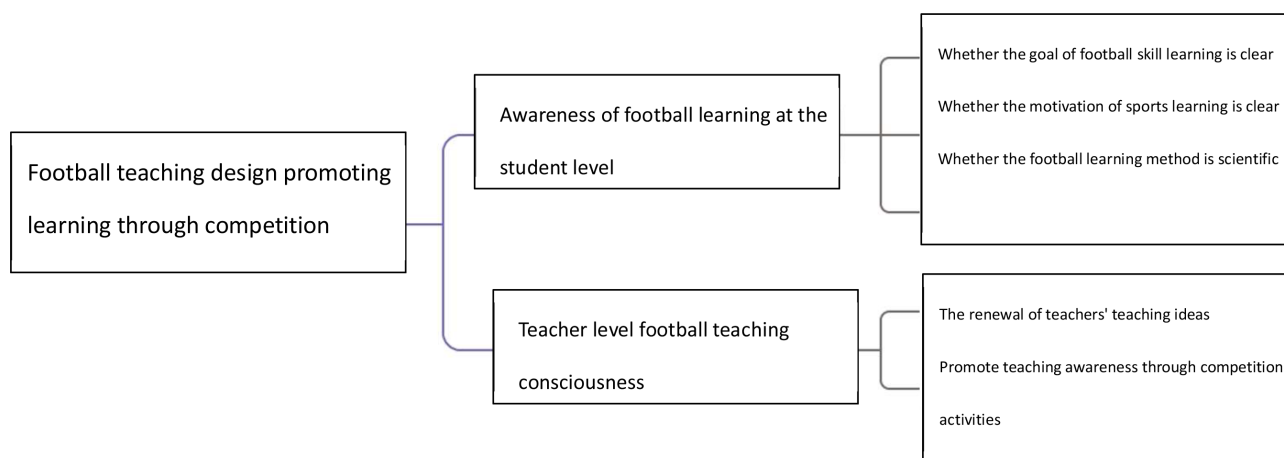


Figure 1. Research framework.

the teaching focus and teaching difficulties of physical education, so that students abide by teaching rules and etiquette in skill learning, have certain ability and use strategies to win the game; anyone can watch the game and enjoy the game. Being able to lead the whole class to participate in classroom teaching, gain sports enthusiasm from the classroom, improve sports ability, enrich sports knowledge, and become a model of teaching.

2.2. Academic Basis

Shi Renfu (2008) showed through the research on learning engagement personality that, according to learning motivation, students with intrinsic motivation have higher engagement. Nan Renxiu and Li Jibai (2010) believed that the teaching behavior shown by physical education teachers affects the engagement of learners. Kim Jong-hwan (2008) believes that the teaching methods of physical education teachers are related to teaching input, and the more positive this relationship is, the better the learning development will be. After decades of development, foreign physical education models have formed a relatively complete theoretical system [3]. The significance, educational purpose, basic characteristics, practical value, educational methods, educational courses, educational strategies, educational evaluation and other basic theoretical researches of foreign physical education models are deep. The author consulted a lot of literature, and found that many international academic studies focus on the following aspects through keyword indexing: 1) physical education model: students' interest in sports research; sports research model; students' physical education learning situation. 2) Participation in sports motivation and theoretical research: physical education; research on the influence of physical education teachers on students. In 1990, China first introduced the theory of physical education teaching mode and its application in physical education teaching. Some scholars began to understand the physical education teaching mode through the work of local scholars. By October 2004, West taught a high-level physical education teaching model at Beijing Normal University, truly spreading the physical education teaching model to China. After long-term research and continuous practice of Chinese scholars on physical education models, domestic physical education models have become more and more perfect. Scholars have diverse concepts and reading forms of physical education models. But no matter from which angle to understand the physical education model, further research and discussion are the basic viewpoints of the development of the physical education model: the goal of education is no longer just skills, but the comprehensive training of skills, physical health, physical quality and social psychological adaptation. This point of view has gradually been absorbed by Chinese sports workers and scholars.

3. The Relationship and Difference between Rural Football Culture and Traditional Physical Education Teaching Mode

Under the background of rural football culture, there are mainly the following

phenomena. First, parents generally go out to work, and their children have no time to take care of their children's study and life. As long as they are healthy, they show neither objection nor support for participating in physical exercise. Under the influence of this kind of thinking, many parents and students focus all their attention on their studies and focus on academic performance, thus ignoring physical exercise, which brings great resistance to the development of rural football physical education. Secondly, the concept of sports in rural schools is relatively backward. Many rural educators think that football physical education is just bouncing around and having fun, which is not helpful to improve academic performance. They don't have enough understanding and don't understand that football physical education can improve students' moral, intellectual, and physical fitness. Finally, football teaching management in many rural schools does not have a complete system, physical education organization is mere formality, does not really understand the core idea of football sports, the professional level of physical education teachers is not high, football teaching mode, the creation of school football atmosphere, teaching requirements, etc. There is no clear goal, according to the survey: football sports teaching in many rural schools lacks a scientific and targeted development model. There is no combination of regional development characteristics, students' physical fitness and other factors. The traditional physical education teaching mode takes the teacher as the main body, which is the direct teaching method of physical education. Therefore, the teacher is responsible for the teaching of knowledge, and the physical education teaching mode directly adopts the teacher's teaching method, collaborative group learning and mutual learning with peers.

In the football match held in Guizhou Village, the players and spectators are from the surrounding areas, and everyone has a common interest and love for football. The edification of this regional culture has made the football matches held in rural Guizhou more popular. The common connotation of rural football culture and traditional physical education teaching mode is the teaching goal, which is to make students love learning the basic theoretical knowledge, basic techniques, tactics and basic skills of sports, and emphasize the acquisition and imparting of knowledge. The educational goal of the physical education method is not just to cultivate skills, tactics, and skills. Develop the skills, physical and mental fitness, and ability to be an accomplished sports achiever and enthusiast. In the classroom, through the attitude and self-function of students in the whole learning process, students' learning ability and effect can be found.

4. The Enlightenment of Village Super League Football Culture to Football Teaching Mode

4.1. Distinguish between Sports Seasons and Learning Content at Each Stage

The physical education curriculum is divided into several parts. In addition to the football electives and the actual level of the students, the sports season can be

divided into four stages: the preparation stage, the exercise (friendship) stage, the official competition stage and the evaluation stage. According to the characteristics of football and game tactics, combined with the characteristics of the physical education model, strictly control the season and time sequence of sports content. Pre-preparation stage: use method teaching, basic technology and synergy, learn football rules, and shorten the allocation time. Intermediate training and preparatory sports stage: this stage has heavier responsibilities, and there are 7 classes, which is beneficial for students to participate in competitions. Football is an experienced group with cohesion, unity and joy. It also improves people's interest and skills in football and enriches the knowledge of the game. Formal examination stage: the motivation of the students has increased a lot. He also has a basic understanding of the basic rules of the football game. At this time, the four courses are completed, and the remaining courses are not just a stage for the students. Let them organize colleagues to participate in competitions to cheer for the same goal. Evaluation stage: summary according to the results of the last semester and the previous season, from the team to the individual, all students will pay attention to and praise the results of this season.

4.2. Student Grouping and Role Assignment

With the progress of the times, sports have become an integral part of our daily life. In order to better develop students' abilities, we need to let them be grouped and assigned roles in physical education. This way, they are better able to understand their role and are better able to take responsibility. This will make them pay more attention to their overall performance. It is very helpful to accumulate solidarity. They are the locomotive of success this season. This season students not only have teams, but also coaches (know more about the basic techniques of football), referees (known as the basic rules of football, service arrangements, etc.), scores (learn how to calculate total points and rankings based on the referee's records) and Incentives [4]. Helps understand and engage a variety of football students by understanding the knowledge and responsibilities of each role. Throughout the season, students play three main roles: 1) team members. It is planned that the football team will be active in exercise, active in the game (technically and tactically), ensuring fair play, support and respect for others. This role is the most important and special role in the entire activity season, and it is also the role experience of each student, ensuring that each student has an equal opportunity to participate in the game, learn and grow in the game. 2) The organizer of the competition. In this series, each group member has their own roles and tasks, so teachers are needed to help students take charge of the organization. At this stage, the role and tasks of teachers will be different. The time shall be reasonably arranged by the organizer of the competition. In order to ensure the smooth progress of the game, the smooth process and results are summarized. 3) The role of the team. The internal role has a coach (familiar with and proficient in basic football skills), referees (called the

basic rules of football, order of serving, etc.), markers (learning to calculate the total score and ranking based on the referee's records) and fans. The teachers go out of their way to keep the students engaged. Each of their roles can not only enrich their football knowledge, but also help the team work, understand and help each other.

4.3. Competition Format and Implementation of Rules

According to the class time, the level of students and the characteristics of football, students in football games should be referees themselves to ensure fairness and justice. Groups should time or count each other and sort by the time or number of people in each group. Group round robin: it can not only improve students' understanding of the game, but also improve students' technical level through the game, understand their level in the group league, and prepare for the future group round robin [5]. During this time, students must participate in competitions, function as judges and applicants, and evaluate and record their grades. Group round robin: the group round robin is to apply the judgment skills and knowledge learned in the final. The 5 - 11 weeks in the sports module unit plan are basic skills and basic tactics learning and warm-up matches. Competitions and intra-group competitions are mainly for scoring and ranking, regardless of victory or defeat, no scoring. In a period of 12 to 15 weeks, he learned the skills, tactics and the official game, especially the team game. According to the actual game pattern of the students and the rules of the football game, the program and rules of the football education game are designed. Football game rules, referee gestures, scoring and scoring techniques all belong to the category of match referees [6]. In the context of the practicum course, it is necessary to explain the special circumstances faced by football games, so that students as referees can better grasp it.

5. The Main Contribution of This Research

5.1. Continuously Stimulate Students' Interest in Football Sports Teaching and Create a Good Football Sports Atmosphere

In order to improve students' football ability, we need to continuously improve their theoretical basis [7]. We should promote to them that practical training is very important and should be carried out in combination with their own characteristics. In order to better attract their attention, we should also design some challenging, interactive, and teamwork-friendly games to increase their participation. In response to the current sports needs of students, we should actively organize various sports to improve students' physical literacy and create a healthy sports environment for them.

5.2. The Professional Skills of Professional Football Teachers Should Be Continuously Improved

Professional football teachers must find problems in the current situation of ru-

ral football sports education, and constantly learn the development direction of rural campus football. We need to constantly explore the development trend of rural campus football and continuously expand our horizons. If conditions permit, teachers should be encouraged to learn football teaching experience in developed areas in order to add new content to the teaching work, improve the teaching level of physical education teachers, and promote the reform of rural football sports education [8].

5.3. Stimulate Students' Interest in Football through Online Videos and Self-Media

In today's society, due to the rapid development of short video technology, the daily life style of many rural areas has undergone tremendous changes. This shift has allowed rural children to better reach urban children. The phenomenon-level explosion of the village super in Rongjiang County, Guizhou fully demonstrates the integration and development of "sports+", and also shows that the grassroots sports culture inherits the tradition and promotes grassroots football in China through the germination and breeding of localization [9]. Before class, teachers can use short video self-media to learn with students the demeanor of stars in developed regions on the field, so as to attract students' attention. At the same time, we also encourage students to send out their own training videos to communicate with students in developed regions. In order to attract the motivation of students to participate, students' interest in football training can be mobilized.

6. Conclusion

The teaching content of the football class is closely connected with the actual situation, so that all students have the opportunity to practice, and more people can hone themselves in extracurricular learning time and exciting games. In this way, they can not only encourage their enthusiasm for studying, but also cultivate their collective beliefs. Participants of the Hemei Country Football Super League come from all walks of life, including middle school students who are still studying, and people who have already worked, including drivers, street vendors, carpenters, bricklayers, and bosses. When they learned that their hometown was going to hold the "Village Super" football league, they all came back to sign up for it. And no matter what different occupations they do, the only thing they have in common is that they all love football and their hometown, and they are all contributing their strength to the football and sports cause in their hometown. In terms of improving students' needs and constantly reforming education methods, the village super football culture has inspired the football teaching model to use new methods and methods, combine the advantages of traditional postures, give full play to the advantages of the physical education model, and promote the reform of the physical education curriculum in our country process.

Conflicts of Interest

The author declares no conflicts of interest.

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