

Research on the construction of campus football teaching content hierarchical system and flexible management

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Abstract: In response to the national requirements for the development of campus football and addressing the current imbalance in the development of campus football teaching in China, this study discusses the construction of a football teaching content hierarchical system and flexible management that aligns with China's national conditions. It also elaborates on management strategies for the implementation of categorized guidance, flexible management, and enhanced inspection and evaluation in football teaching. Based on the systematic principles of constructing a campus football teaching content hierarchical system, as well as the basic rules of football tactics and teaching practice, campus football teaching content is divided into three levels: primary, intermediate, and advanced, with ten proficiency levels. The content at each level includes corresponding basic theoretical knowledge of football, football techniques and tactics, mental health education, and physical development. When arranging the teaching content at each level, it is essential to fully consider the matching of football knowledge and tactics, and to organically integrate football knowledge, skills with physical training, and comprehensive quality education. The implementation of flexible management should be practical, proposing different requirements for football teaching in schools of different types and regions, implementing categorized guidance and management; it is necessary to strengthen institutional construction, and use inspection and evaluation as a driving force to promote the sustainable development of football teaching.

Keywords: Campus Football, Content Levels, Hierarchical System, Flexible Management, Categorized Guidance

1. Introduction

Since the national campus football work teleconference in 2014[1], the country has taken strong measures to vigorously develop campus football and has made breakthrough progress. There is a nationwide emphasis on campus football, and a good situation for the development of campus football has initially taken shape. In particular, football competition activities are flourishing, the construction of football characteristic schools is steadily advancing, and football has basically entered the campus. Under the favorable situation of campus football development, the promotion of campus football teaching work is not satisfactory and there are certain deviations: for example, there is a lack of macro guidance and requirements for actual football teaching, and in many places, the requirement to have one football class per week is too high, which has shaken the determination of some schools to actively respond to the call for the development of campus football. To further promote the widespread implementation of campus football teaching work, the author discusses how to adapt measures to local conditions, categorized guidance, construct a hierarchical system for campus football teaching content, strengthen guidance on football teaching, and how to strengthen the management of campus football teaching, improve the benefits of campus football teaching, and promote the sustainable development of football education.

2. The necessity of constructing a hierarchical system and flexible management for campus football teaching content

Education Minister Yuan Guiren pointed out in his speech at the national campus football teleconference [2], that football should be included as a required subject in physical education classes, which reflects the national high regard for football teaching and is the basic requirement for campus football. Therefore, to strengthen campus football teaching, there is an urgent need to start from the actual situation of campus football in our country and establish a campus football teaching content hierarchy and flexible management system that meets the actual situation of schools, to provide comprehensive guidance for campus football teaching work. The necessity is manifested in the following two aspects:

Firstly, it is necessary to implement the spirit of the Ministry of Education's decision to include football as a required subject in physical education classes. To implement this spirit, it is essential to correctly understand its essence. Including football as a required subject in physical education does not mean having one football class per week; instead, it is about ensuring that football teaching materials are included as a required part of physical education and integrated into teaching practices. Secondly, due to the uneven development of campus football, schools face certain difficulties in selecting teaching content and arranging class hours. The country also lacks clear and specific requirements for campus football teaching. Therefore, there is an urgent need to study and formulate a teaching content system that is applicable to schools at all levels and types, with unified requirements and greater flexibility, and strong operability, to provide a reference for schools to select their own football teaching content.

Secondly, it is necessary to strengthen the management of campus football teaching and promote the sustainable development of campus football. Football teaching is an important part of campus football and a weak link in China's physical education. Many schools previously did not include football in their physical education curriculum. Therefore, to strengthen campus football teaching, it is first necessary to establish an effective football teaching management system and formulate macro guidance documents for football teaching, which will facilitate the standardization of football teaching and management. Secondly, it is essential to persist in conducting special inspections and evaluations of football teaching, which will help improve the quality of football teaching, promote the comprehensive implementation of football teaching work, and promote the sustainable development of campus football [3].

3. The principles of constructing a hierarchical system for campus football teaching content

3.1. Systematic principle

Based on the needs of campus football teaching and the characteristics and patterns of football tactics and techniques, the content of football teaching materials is designed and systematically arranged to gradually increase in difficulty and to connect seamlessly. The content of football teaching materials is systematically divided into several levels according to the increasing difficulty of tactics and techniques, and the specific teaching content of each level is scientifically arranged. This provides a reference for schools at all levels to develop their own football teaching content plans.

3.2. Principle of operability

The difficulty and requirements of the selected football teaching content should be in line with the actual situation of physical education teaching in schools at all levels and types, and should have strong operability and guiding effect on the formulation of school-based football teaching plans and the practice of football teaching. The teaching content should be in accordance with the students' physiology, psychology, and teaching conditions, and should be applicable to football teaching in schools at all levels and types.

3.3. Principle of diversification of goals

The football teaching content system should be conducive to improving the quality of football education and achieving the diverse goals of promoting the comprehensive physical and mental health

development of students. The setup of football teaching content should not only include the teaching content of basic football techniques and tactics but also include corresponding football theoretical knowledge, mental health education, and physical development teaching content.

3.4. Principle of combining directive and guiding

The football teaching content system should include both mandatory and elective materials. The mandatory football teaching content has a lower technical and tactical requirement and is the basic teaching content that must be completed by schools at all levels and types, mainly applicable for the popularization of football education in non-football featured schools. The elective content has a certain level of technical and tactical difficulty and is suitable for football featured schools and schools with a good foundation in campus football for advanced football teaching.

4. Construction of the campus football teaching content hierarchical system

4.1. Basic approach

The basic approach to constructing a hierarchical system for campus football teaching content is to change the traditional model of arranging teaching materials according to academic years, and to establish a system that classifies teaching content by the increasing level of football skills and tactics. The teaching content at each level should be clear and specific, making it easy for schools to dynamically select teaching materials according to their actual situation, and to form school-based football textbooks with their own characteristics. This will make the hierarchical system of campus football teaching content more operable and instructive.

4.2. Campus football teaching content hierarchical system

Based on the objectives of campus football teaching, and in accordance with the systematic principles for constructing a campus football teaching content hierarchical system, as well as the basic rules of football tactics and teaching practice, the campus football teaching content is divided into three levels: primary, intermediate, and advanced, with a total of 10 proficiency levels. The content at each level includes corresponding basic theoretical knowledge of football, football techniques and tactics, mental health education, and physical development. The specific structural model is shown in Figure 1.

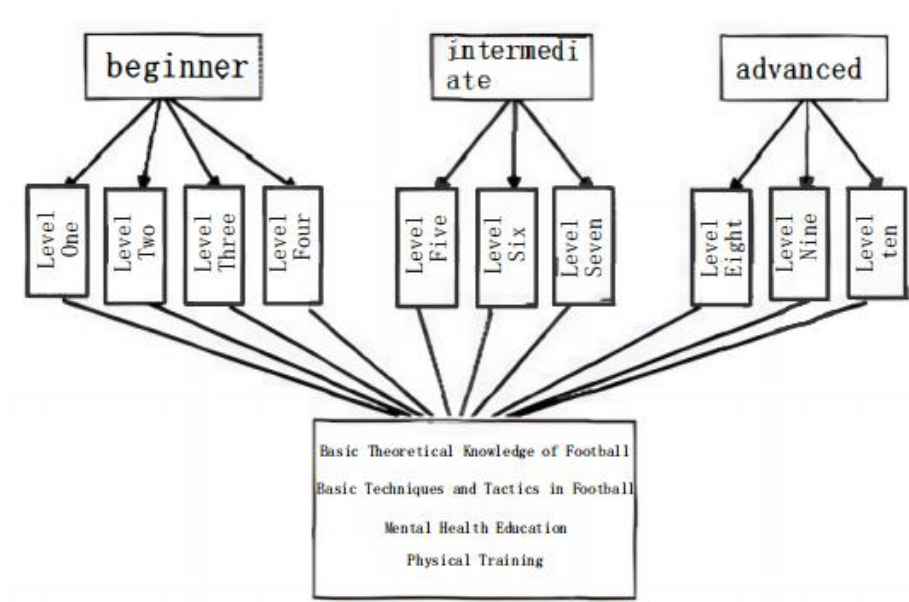


Figure 1: Schematic Diagram of the Campus Football Teaching Content Hierarchical System

4.3. Teaching content level design concept

4.3.1. *Primary teaching is the enlightenment education of football*

The main teaching objective of this stage is to provide students with the most basic football knowledge and skills, emphasizing the importance of fostering an interest in football, enhancing the fun of football teaching, and downplaying competitive football education. This stage aims to let students experience the joy of participating in football activities. The teaching content at this stage focuses on ball handling exercises, fun football activities, and football games, with an appropriate introduction to basic football techniques. It provides a reference for selecting teaching content for the enlightenment education of football in kindergartens, lower grades of elementary schools, non-football featured schools, and higher grades with a weak foundation in campus football.

4.3.2. *Intermediate teaching is the advanced education of football*

The teaching objectives of this stage are mainly to further popularize football education, broaden students' knowledge of football, cultivate students' interest in football, and improve students' football skills to the level where they possess certain competitive abilities and can participate in extracurricular football activities. The teaching content at this stage focuses on basic techniques and tactics, simple competitions, and appropriate basic training to enhance football competitive abilities, providing a reference for selecting teaching content for upper grades of elementary schools, middle schools, high schools with weaker football foundations, and even universities.

4.3.3. *Advanced teaching is elite football education*

The main goal of this stage is to develop students' football specialties, further improve their football skills, enhance their competitive abilities, cultivate key football players for schools and society, and lay a foundation for training reserve football talents. The teaching content at this stage focuses on high-standard, high-demand football materials such as football skills, tactical cooperation, and football competitions, with certain training to improve competitive abilities, providing a reference for selecting teaching content for high schools, universities, and senior grades of football-featured schools.

4.3.4. *Seamless integration of teaching content across all levels*

When designing the level-based content, it is essential to fully consider the connections between each level, maintaining the hierarchy and integrity of the teaching content across the three levels. This approach aims to overcome the drawbacks of curriculum design based on academic years, such as content repetition and disconnection from teaching reality, thereby enhancing the feasibility and operability of the football level system.

4.4. Scientifically and systematically arrange teaching materials at all levels to foster students' holistic development

In line with the national goals for the development of campus football, using campus football as a breakthrough to drive the reform and development of school sports, and to lay a solid foundation for the healthy growth of young students. Campus football teaching should not only pursue the popularization of football education but also promote the physical and mental health development of students, enhance their physical fitness, and improve their comprehensive quality levels, including unity, cooperation, bravery, tenacity, and collectivism. The arrangement of teaching content at all levels should include not only the basic techniques and tactics of football but also football-related knowledge, various physical training programs, and mental health education. When arranging the teaching content at each level, it is essential to fully consider the matching of football knowledge and tactics, and to organically integrate football knowledge, skills with physical training, and comprehensive quality education.

4.4.1. *Follow the combination of football movement laws and teaching practice*

The arrangement of football teaching content should follow the laws of football movement, progressing from easy to difficult in a systematic manner. The content at each level should be organically connected, with the teaching of football theory, skills, tactics, and competitions being coordinated and arranged in accordance with the actual teaching situation. For example, teaching objectives should be in line with the

number of class periods and the foundation of students, and the quantity and difficulty of football teaching content should match the class periods, and so on.

4.4.2. The integration of football theory knowledge with skill teaching

Teaching of football theory knowledge is an important aspect of popularizing football education. It is necessary to incorporate basic football knowledge into the teaching content system and combine football theory with skill teaching in a way that promotes each other. Starting from the needs of football activities, select basic theoretical knowledge of football that is conducive to cultivating students' interest in football, improving football skills, and promoting students' participation in extracurricular football activities as compulsory teaching content. This includes basic technical and tactical points of football, basic competition rules, and safety precautions for football activities. These should be coordinated and arranged with the corresponding levels of football technical teaching content.

4.4.3. The integration of football skill teaching with physical training

Football teaching is a part of physical education and should serve the goal of promoting students' physical and mental health. We should select and design fun football activities that are not only conducive to improving students' football skills but also to developing their physical fitness, incorporating them into the teaching materials as part of football teaching content. By organically combining football skill teaching with physical development, we can promote mutual enhancement between skill learning and physical development. For example, practices that are beneficial for developing upper limb and abdominal strength, such as throwing in balls from out of play, and those that develop lower limb strength, such as long-distance kicking competitions, should be included in the teaching content.

4.4.4. The integration of football knowledge, skills, and physical fitness teaching with mental health education

Mental health education is one of the important tasks of school sports in China. In football teaching, the organic integration of football knowledge, skills, and physical fitness teaching with mental health education represents the highest level of football instruction. Cultivating qualities such as bravery, tenacity, and teamwork as part of mental health education should be an important task in football teaching. Designing football activities that are conducive to imparting football knowledge, improving skills, developing physical fitness, and promoting students' mental health and comprehensive quality should be based on the actuality of football teaching. Such activities, like various forms of individual or team-based competitive football games and tactics that require multiple people to collaborate, should be included in the football teaching content system.

5. Flexible management strategies for campus football teaching

The flexibility in campus football management is mainly reflected in the differential management of football-featured schools, non-football-featured schools, and regions with varying foundations in football teaching.

5.1. Categorized guidance and differential treatment

An important aspect of implementing flexible management is to start from reality, propose different requirements for football teaching in schools of different types and regions, and carry out categorized guidance and management.

5.1.1. Non-football featured schools should strive to achieve the basic goals of campus football teaching

Non-football featured schools should actively popularize football education and fulfill the basic tasks of campus football teaching: earnestly implement the spirit of bringing football into campuses and classrooms, start from the actual situation of the school, include football in the required physical education curriculum, popularize football knowledge, and cultivate students' interest in football. It is required to include football textbooks in the teaching syllabus, ensuring no less than 4 class hours of football teaching per semester. The school should complete the teaching of primary stage football content, and for higher grades, a certain amount of intermediate football teaching should be carried out to make students love football and master basic football skills.

5.1.2. Football-featured schools should aim to improve football skill levels as their teaching objective

Football-featured schools are the focus of campus football development, and there should be clear and specific high standards for teaching goals and requirements, teaching time, and teaching content. Firstly, the teaching goal should be positioned to lay the foundation for cultivating reserve football talents, mastering basic football skills, and having the ability to participate in football competitions. Secondly, a football class should be guaranteed once a week to intensify the popularization of football education and continuously improve the quality of football teaching. Thirdly, intermediate or above intermediate football teaching content should be completed. However, high standards and strict requirements should be moderate, and it is necessary to overcome the drawbacks of being detached from actual teaching practices and avoid setting the cultivation of outstanding football reserve talents as the goal of football teaching.

5.1.3. Adapt to local conditions in different regions

The requirements for football teaching in non-football-featured schools are the basic requirements for the development of campus football education. All regions should strive to create conditions to implement football teaching according to these basic requirements. However, non-campus football schools with a certain foundation in football and schools in more economically developed areas should start from their actual conditions, appropriately raise the requirements for football teaching on the basis of meeting the basic requirements, and continuously improve the quality and effectiveness of football teaching.

5.2. Strengthen institutional development and use evaluation to promote sustainable football teaching

The sustainability of campus football teaching depends on the scientific nature of the teaching management system and the effectiveness of the implementation methods. The main task of strengthening management is to increase schools' emphasis on campus football teaching and motivate physical education teachers, enabling them to invest in football teaching with full enthusiasm and improve the quality of football teaching. Establishing a scientific management system and strengthening inspection and evaluation play an important role in promoting schools to earnestly implement the national spirit of campus football teaching, ensuring the smooth progress of football teaching work, and improving the quality of football teaching.

5.2.1. Start from reality and scientifically formulate football teaching management systems

The national formulation of football teaching management documents should be practical, proposing operational requirements for the objectives, content, and requirements of campus football teaching, as well as teaching evaluation and conditions. It is essential to develop football teaching management documents that not only provide macro guidance but also clear and specific requirements, encompassing both rigid basic demands and flexible advanced requirements, to guide the comprehensive development of football teaching. If the requirements are too high and detached from reality, they will become formalistic and ineffective; whereas requirements that are too low will fail to drive the advancement of football teaching.

5.2.2. Promote the steady improvement of football teaching quality with campus football assessment as a driving force

Assessment plays a significant role in promoting the good implementation of various tasks. Educational management departments should strengthen the inspection and evaluation of football teaching, conduct special inspections of campus football teaching work in accordance with the requirements of campus football teaching management documents, and enhance the study of inspection and evaluation methods. A combination of regular and random inspections, as well as a combination of qualitative and quantitative assessments, should be ensured to maintain the sustainable and healthy development of football teaching. Effective management measures should be taken to value the inspection and evaluation of teaching effects, fully exert the positive role of inspections and evaluations, and promote schools to seriously carry out football teaching work, improving the quality and efficiency of football teaching. At the same time, continuously summarize and promote football teaching experience to advance the rapid development of football teaching.

6. Conclusion

To vigorously develop campus football, it is imperative to strengthen the popularization of football education and foster the sustainable development of campus football teaching. To enhance the quality and effectiveness of football teaching, it is essential to intensify research on football teaching and establish guiding documents that align with the national context, providing schools at all levels with highly operable teaching reference materials to effectively guide and advance the comprehensive implementation of football teaching. Concurrently, strengthening the management of football teaching, implementing categorized guidance, and pursuing a comprehensive development strategy are crucial to improving the quality of football teaching in schools of various types and regions, elevating the standard of football education, and promoting reform and development in school sports.

7. References

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