Research on the development bottlenecks and countermeasures of leisure football sports

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**Abstract:** To better promote the development of leisure football in China, this study employs research methods such as literature review and logical analysis, combined with the analysis of the national environment, to summarize the social and cultural value conflicts, insufficient exploration of humanistic connotations, low per capita resource possession, and high barriers to sports participation as the main constraints on the development of leisure football. It also identifies the prominent problems resulting from these constraints, such as the low ability to meet the needs of participants. The study proposes two major strategies to break through the bottlenecks in the development of leisure football and to address the prominent issues it faces: promoting school and social education and training to guide changes in social culture and demand; and improving educational training concepts and methods to adapt to the actual national conditions and social needs. It is suggested that the most effective way to guide changes in social culture and demand is through education and training, which includes school education and training led by government administrative operations and social education and training led by corporate market operations. The study points out that the key to improving educational training concepts lies in grasping two main points: improving the teaching methods of tactics and techniques, and strengthening the exploration of cultural connotations. The core of improving educational training methods is to introduce and promote modern educational technologies represented by audio-visual teaching.

**Keywords:** Leisure Football, Constraints, Prominent Issues, Countermeasures

# Introduction

The vigorous development of mass leisure football can provide a solid foundation of football culture, market, and talent for the development of competitive football. Due to various reasons related to society and individuals, both subjective and objective, the development of leisure football in China still faces numerous bottlenecks and prominent issues. Organizing and analyzing these constraints and problems can guide us in identifying and arguing for effective countermeasures.

# Analysis of the development constraints and prominent issues in leisure football

From the perspectives of football and society, as well as subjective and objective factors, the development of leisure football in China is constrained by four major bottlenecks: conflicts in social and cultural values, insufficient exploration of humanistic connotations, low per capita resource possession, and high barriers to sports participation. These lead to the prominent issue of low ability to meet the needs of participants, which hinders the development of leisure football.

## Analysis of the development constraints in leisure football

Social Culture, Humanistic Connotations, Per Capita Resources, and Sports Participation

### Conflicts in societal and cultural value orientations

Modern football originated in the United Kingdom and flourished in Europe and South America, which were once European colonies and are still primarily Spanish- and Portuguese-speaking today. Football embodies many characteristics of Western culture, which inevitably conflicts with Chinese societal and cultural values in many ways. For instance, Western culture advocates competition and confrontation, while Chinese society values harmony and courtesy; Western culture emphasizes skill practice, while Chinese society focuses on academic performance; Westerners enjoy leisure and social interaction through competitive and confrontational physical activities, whereas Chinese people prefer to spend their leisure time and develop "harmonious" interpersonal relationships through activities that involve eating, drinking, singing, dancing, and body relaxation services.

### Insufficient exploration of humanistic connotations

Due to perceived limitations, sports have traditionally been associated with the image of "well-developed physically but simple-minded" in the minds of Chinese people. The intense but poorly performing Chinese football has further reinforced the negative perception of being simplistic and harmful. For football to develop in China, it is essential to enhance the exploration of its cultural connotations and increase its societal and humanistic value. However, the long-standing disconnect between sports and education in China has limited the cultural development of professional athletes, leading to a significant deficiency in the excavate of the cultural value and humanistic essence of football, which severely restricts social attention, recognition, and promotion.

### Limited per capita resources

The basic characteristics of football are its large playing fields, the high number of participants, and the considerable investment costs. This makes the issue of having a low world ranking in per capita GDP and limited per capita resource possession a fundamental constraint on the development of leisure football in China [1]. The objective reality of having few high-level coaches, limited funding sources, and scarce venue resources hinders the development of leisure football in China towards socialization, industrialization, and scaling up.

### High barriers to sports participation

The characteristics of time-consuming and large-field projects, along with the group features of direct confrontation without a net, determine that football requires high energy consumption, especially when participants have a low level of mastery of tactics and techniques, which further increases energy expenditure. Football involves controlling the ball with the least dexterous part of the human body, making the mastery of tactics and techniques challenging. The high difficulty of mastering tactics and techniques, coupled with significant energy consumption in sports, raises the barrier to participation, hindering the expansion of football's reach and preventing the formation of a foundation for socialized, industrialized, and scaled development.

## Analysis of prominent issues in the development of leisure football: low ability to meet participants' needs

The motivations for people to participate in and consume leisure sports include the satisfaction of various needs such as fitness, education, survival skills, entertainment, and social interaction. The combined effects of the bottlenecks mentioned earlier, such as societal and cultural value orientation, exploration of humanistic connotations, per capita resource possession, and barriers to sports participation, lead to an insufficient ability of football to meet the multifaceted needs of leisure sports participants. For example, the scarcity of per capita resources results in a lack of high-level coaching, funding, and venues, which constrains the development of football training and the improvement of the public's mastery of football tactics and techniques. This hinders the entertainment function of football and significantly reduces its value for fitness and exercise.

Chinese society and culture, influenced by the highly concentrated resources of the ancient feudal society, exhibit a negative characteristic of adhering to power and authority [2], including the notion that "if the superiors have a preference, the inferiors will certainly follow it to an extreme." The preference for male offspring due to the backward productivity and labor shortage in ancient feudal society has led to an imbalance in the gender ratio and greater pressure on men to find partners. Under the combined influence of Chinese dining and drinking culture and the culture of seniority and rank, those who control social resources are typically older and have poorer physical fitness. The difficulty of mastering football tactics and techniques, and the increased energy expenditure it entails, limit the participation of women and those who control social resources, thus hindering the leisure and social functions of football. In contrast, sports like badminton and tennis, which use the hands to control the sports equipment and reduce the intensity of direct confrontation through a net, are more attractive to women and those who control social resources, have a stronger social function, and have a wider reach and better industry development than football. Therefore, in the current Chinese leisure sports landscape, high-ranking officials and business owners are more keen on golf, while mid-level officials, civil servants, and white-collar workers prefer badminton and tennis. Football is perceived as a sport for the lower-middle class, and although many wealthy individuals invest in football, most do not participate personally.

Due to insufficient per capita social productivity, both ancient and modern Chinese people face significant survival pressures, leading to a societal culture that pursues "survival utilitarianism." Compared to other sports like outdoor sports (e.g., wilderness survival), swimming, and martial arts (e.g., self-defense for women, combat for men), football does not directly impart survival skills needed in modern society.

The development of leisure football also faces external competition, not only from other leisure sports but also from other entertainment industries and training programs. Chinese people enjoy spending their leisure time playing mahjong, cards, and dining, during which they achieve the purposes of communicating information, learning from each other, and socializing. School students and workplace professionals, in order to achieve educational, social, and survival skill development goals, also invest much of their spare time in training activities such as exam skills, artistic talents, and business management, further diverting social time and financial investment and constraining the development of leisure football.

China's culture, which emphasizes literature over martial arts, also leads to fewer Chinese people choosing high-intensity confrontational sports like football [4]. As the Italian world champion coach who coached Guangzhou Evergrande, Lippi, pointed out, "China lacks a real football culture"[5]. The understanding and exploration of the social and humanistic connotations of football, a Western import, are still at a very superficial stage in China, which further exacerbates the contradiction between societal cultural values and demand orientation and the development of football [6].

# Analysis of countermeasures for the development of leisure football

For leisure football to develop, the key lies in breaking through the constraints of conflicts in social and cultural value orientation, insufficient exploration of humanistic connotations, limited per capita resources, and high barriers to sports participation, in order to meet people's multifaceted needs for fitness, education, survival skills, entertainment, and social interaction. From this, two strategies can be derived to promote the development of leisure football in our country: promoting school and social education and training to guide changes in social culture and demand; and improving educational training concepts and methods to adapt to the actual national conditions and social needs.

## Promote school and social education and training to guide changes in social culture and demand

The most effective way to guide changes in social culture and demand is through education and training, which includes school education and training led by government administrative operations and social education and training led by corporate market operations.

Although mass leisure football primarily develops through civilian socialization and industrial models, it should still receive appropriate government support from the perspective of government support for industry development and the expansion of contemporary marketing theory: the traditional 4Ps marketing theory enhances marketing performance and promotes industry development from the aspects of Product, Place, Price, and Promotion. The contemporary 6Ps marketing theory adds two factors, administrative power and public relations, to the 4Ps marketing theory [7]. Compared to the traditional 4Ps marketing theory, which passively adapts to people's behavioral habits and consumption demands, the contemporary 6Ps marketing theory focuses more on using the two powerful tools of administrative power (Power) and public relations (Public Relations) to actively, forcefully, and on a large scale guide, cultivate, and change people's behavioral habits and consumption demands.

Education and training reflect the will of the state and organizational enterprises, facing a broad audience [8]. They are a means of influencing thoughts and behaviors that are semi-compulsory and semi-voluntary, situated between administrative power and public relations, and can actively, proactively, and positively change and cultivate people's behavioral habits and consumption demands. They can be applied to guide the development of leisure football and industry.

From the perspective of national education, compared to the indulgence in food, drink, and entertainment that occupies a lot of people's leisure time, energy, and financial resources, the development of leisure football and industry is more conducive to the physical and mental health of the nation and the overall long-term interests of the country, and is worth the state using the educational administrative machinery to guide and promote.

From the perspective of management training, football culture includes the culture of the world, condensing the overall collaborative competitive wisdom of different ethnic nations in the world, and is helpful for the construction of modern team culture. It is worth the managers of enterprises and institutions using their internal administrative power to introduce it as a means of cultural construction and team training.

## Improve educational training concepts

To adapt to the actual national conditions and social needs, the key to improving educational training concepts lies in grasping two major points: First, improving the methods of teaching tactics and techniques; Second, strengthening the exploration of cultural connotations.

The reasons are as follows: The improvement of tactics and techniques teaching methods should help to increase the efficiency of tactics and techniques teaching while saving human, financial, and material resources, reducing the energy consumption and participation threshold of sports, and enhancing the basic attributes of fitness and exercise of football, while improving the entertainment, social interaction, and intellectual benefits of football. The exploration of cultural connotations is a sublimation process from technique to principle, based on the mastery of tactics and techniques, achieving a higher understanding of philosophy, systems theory, society, and culture, thereby meeting people's additional needs for education, intelligence, and survival skills from leisure sports. The combined application of the improvement of tactics and techniques teaching methods and the exploration of cultural connotations helps football to better play its role in fitness, education, entertainment, and survival skills training, thereby naturally attracting more people to participate, pay attention to, and support, thus promoting the realization of football's social functions and the enhancement of product value.

## Improve educational training methods

The core of improving educational training methods is the introduction and promotion of modern educational technologies represented by audio-visual teaching. The introduction of audio-visual teaching helps to grasp the two main points required by the improved educational training concepts: improving the teaching methods of tactics and techniques and strengthening the exploration of cultural connotations. It breaks through the constraints on the development of leisure football, such as conflicts in social and cultural value orientation, insufficient exploration of humanistic connotations, limited per capita resource possession, and high barriers to sports participation. This leads to better satisfaction of the public's needs for participation in leisure sports, including fitness, education, survival skills, entertainment, and social interaction.

### Break through the bottleneck of limited per capita resource possession

Traditional skill-based teaching relies on the sports field as the teaching platform, which requires a large area, high-level teacher demonstrations, and has a limited audience range. The unit cost of resources such as venues, class hours, high-level teaching staff, and training funds is high. Audio-visual teaching, based on multimedia platforms and information dissemination networks, can reach a larger audience with teaching, obtain international high-level football training and competition demonstrations at zero cost, and achieve better teaching results with less land, teaching staff, class hours, and funding, thus alleviating the issue of limited per capita resource possession.

### Break through the bottleneck of conflicts in social and cultural value orientation

Audio-visual teaching can cite a wide range of references, trace from ancient times to the present, and connect the nation, ethnicity, society, culture, education, intellectual development, and football with multi-dimensional perspectives, compelling arguments, and refreshing viewpoints. It can guide the audience to deeply understand the multifaceted value and significance of football as the world's number one sport, including national brand marketing, comprehensive national strength display, national cultural comparison, intellectual and thinking development, and comprehensive quality education, striving for more social recognition of football movement and culture.

The multimedia interface of audio-visual teaching, including images, dubbing, and music, is an effective factor in mobilizing the audience's emotions, stimulating learning interest, and exploring the emotional and aesthetic value of football. It can help the audience to better discover and understand the rational beauty of football through its sensory beauty, and through the interaction and amplification of rational and sensory beauty, it further enriches the aesthetic experience of football, deepens the emotional connection with football, enhances the cognitive value of football in both sensory and rational aspects, and promotes the transformation of value concepts.

### Break through the bottleneck of high barriers to sports participation

Soccer skills are governed by consciousness, which is divided into three interactive levels: conscious, subconscious, and unconscious. Pure theoretical teaching mainly affects the conscious level (rational cognition), while pure skill participation teaching focuses on the subconscious and unconscious levels (vision, proprioception, motor imagery, coordination). Audio-visual teaching combines intuitive demonstration with theoretical instruction, affecting all three levels of consciousness, prompting mutual inspiration and integration, and facilitating the mastery and improvement of athletic skills.

Compared to pure direct practice, audio-visual teaching is not only conducive to observing and learning from others' high-level practices but also to recording and reflecting on one's own practice. It helps establish a more comprehensive and profound understanding of soccer, promoting theoretical advancements based on both direct and indirect practice summaries, and in turn, influencing the guidance and enhancement of practice.

According to the skill learning condition theory of American educational psychologist Robert Gagné, using images and demonstrations of the operational process, combined with attention cues for operational details, can both optimize the external conditions for skill learning and stimulate learners to complete a large number of mental practice exercises through internal psychological activities after watching actual operations [9]. The potential teaching information contained in high-level football match videos far exceeds the simple action demonstrations and verbal explanations in traditional practical skill teaching, effectively stimulating learners' implicit learning and understanding of motor skill representations.

Educational psychology experiments have shown that emotions have a significant impact on the effective functioning of the cerebral cortex. Positive emotions can stimulate the excitatory activity of the cerebral cortex, fully exerting the role of various intellectual functional areas, which is conducive to intelligence development and the formation and improvement of skills [10]. Audio-visual teaching can organically combine sensibility and rationality, integrating multimedia sensory stimulation with rational explanation and analysis, giving full play to the mutual promotion of emotional feelings and intellectual cognition, and promoting the collaborative development of thinking and motor skills.

Audio-visual teaching can also prompt teaching and training professionals to effectively improve their professional theoretical level and coaching expression ability in the process of in-depth study, analysis, and explanation of international high-level football, driving the improvement of skill teaching and training levels, and contributing to the cultivation and sharing of high-level coaching staff through the network.

### Break through the bottleneck of insufficient exploration of humanistic connotations

Culture is a kind of fixed thinking program deep in the human brain, which subtly influences and controls all human thoughts and behaviors. According to the systemic logical relationship of "culture—mentality—behavior—civilizational achievements" in human world-transforming activities, all transformative actions in every field of human society and the resulting civilizational achievements have their roots in culture. Football, as the world's number one sport originating from Western modern industrial civilization and transformed by people of various countries and ethnicities, contains the culture of the world and comparisons of different world cultures. As a behavior, it can have a reverse effect on people's mentality and culture, helping its participants and followers to understand, comprehend, and compare the essence of different world cultures. For Chinese people who are under great pressure of education, medical care, and housing and are keen on the two major survival issues of taking exams and making money, the education and dissemination of football must go beyond the short-term effects of exams and contribute to people's ability to earn money. Cultural construction is the foundation of all enterprises and organizations in building and obtaining benefits. When the value of football's跨越 world and ethnic cultures and cultural comparisons is excavated, it can transcend the category of sports, meet the more universal needs of people from all walks of life, attract broader attention and participation, and form a truly meaningful industry. This is similar to how Yi Zhong tian's "Tasting the Three Kingdoms" can attract the attention of people from all walks of life, because "Tasting the Three Kingdoms" goes through the wars among the Three Kingdoms to deeply analyze and compare the thinking and culture of ancient "successful people" such as Cao cao, Liu Bei, Sun Quan, Sima Yi, Zhuge Liang, and Zhou Yu.

To enhance the audience's understanding of the humanistic connotations of football and correct the cognitive bias that football is a sport for those who are "simple-minded and well-built," there are three fundamental ways of cognition: practice, observation, and theoretical research and learning. Compared to traditional practice teaching that focuses solely on skill participation, audio-visual teaching is more likely to touch upon the cultural level. Compared to purely textbook-based theoretical teaching, audio-visual teaching is more likely to arouse interest, leading to profound memory and a strong cultural resonance.

Audio-visual teaching can provide flexible and diverse content forms, rich information sources, an organic combination of sensibility and rationality, and the ability to connect the intuitive with the abstract through observation and learning. This allows learners to immerse themselves in the highest levels of domestic and international football, understand the highest levels of football and sociological theories, recognize the advanced development of modern football in technology, tactics, physicality, mentality, management, and operation, and consider the background factors such as social environment to better understand the humanistic connotations of football. It encourages broader social reflections beyond the sport itself, revealing the "not-so-simple" side of football and dispelling the cognitive bias that football players are "well-built and simple-minded." The success of Yi Zhong tian's "Tasting the Three Kingdoms" also transcended traditional classroom teaching by leveraging the means of audio-visual teaching.

### Solving the problem of low capability to meet participants' needs

As stated in "1.2," for leisure football to develop, it needs to meet people's needs in fitness, education, survival skills, entertainment, and social interaction. Based on the analysis from "(1)" to "(4)," audio-visual teaching and the innovation in teaching content it brings can help: firstly, by demonstrating and analyzing high-level football training and competitions, it can accelerate the improvement of learners' mastery of tactics and techniques, reduce the energy consumption of sports, and better achieve the fitness, exercise, and entertainment functions of football. Second, by adopting the approach of Yi Zhong tian's "Tasting the Three Kingdoms," which looks at culture through the lens of war, the focus on football is elevated from competition to a sociocultural phenomenon. This involves comparing the competitions among different countries, regions, enterprises, and ethnic groups, and their respective cultural origins, extending to philosophy, systems theory, operations research, logic, organization studies, and behavioral science. It further relates to governance, business management, interpersonal conduct, psychological analysis, and methods of thinking. By analyzing and comparing world cultures, it transcends the reading and deconstruction of Chinese culture in "Tasting the Three Kingdoms," achieving a higher state of mastery that goes beyond technique to essence. This enhances the social cognitive adaptability of participants and observers, meeting the more universal needs for education and survival skills among various social strata and age groups, including administrators, academic researchers, entrepreneurs, ordinary business starters, and workplace professionals. Thirdly, by meeting people's needs for fitness, educational enlightenment, survival skills, and entertainment, a broader audience can be won, thereby realizing the social function of football. The realization of this social function, in turn, contributes to the expansion of the audience, creating a virtuous cycle that ultimately leads to the development of a genuine industry. Countries such as Germany, the United Kingdom, Brazil, and Argentina in Europe and the Americas can serve as references in this regard. In these nations, discussing, participating in, and following football are significant social tools, thus enabling the formation of a true football and leisure football industry. Particularly in developed European countries like Germany and the UK, football is viewed more rationally, and their football culture is closely intertwined with their societal culture, which is conducive to the advancement of societal civilization.

# Conclusion

The four major constraints on the development of leisure football in China are conflicts in social and cultural value orientation, insufficient exploration of humanistic connotations, low per capita resource possession, and high barriers to sports participation. These lead to the prominent problem of low capability to meet participants' needs, which hinders the development of leisure football. The two strategies to break through these constraints and address the prominent issues faced by the development of leisure football are: promoting school and social education and training to guide changes in social culture and demand; and improving educational training concepts and methods to adapt to the actual national conditions and social needs.

The most effective way to guide changes in social culture and demand is through education and training, which includes school education and training led by government administration and social education and training led by corporate market operations. The key to improving educational training concepts lies in grasping two main points: improving the teaching methods of tactics and techniques, and strengthening the exploration of cultural connotations. The core of improving educational training methods is the introduction and promotion of modern educational technologies represented by audio-visual teaching.

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