



Development of Football Teaching Program for Xi'an Physical Education University Students

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Abstract

Background and Aim: Xi'an Institute of Physical Education may be faced with problems such as unreasonable teaching settings, outdated teaching methods, and imperfect evaluation systems when offering football courses. To improve these problems, schools should pay attention to the flexibility and individuation of the teaching, strengthen the training and introduction of teachers, explore innovative teaching methods, and establish a perfect teaching evaluation system to improve students' football skills and theoretical knowledge reserve.

Materials and Methods: The participants of this research were 29 people through purposive sampling. 5 experts to conduct face-to-face interviews to combine programs for the football model framework. 5 IOC inspection specialists to check the validity of the questionnaire. 19 experts to Delphi consensus modify the program for football model framework. 9 experts for a focus group to determine the program for the football model. In this research, Excel software was used to calculate the data of the IOC inspection specialist result and the data of the focus group. The coefficient of variation (CV) and the median were used as the evaluation criteria for screening factors.

Results: The analysis indicated the need for a comprehensive system for teaching soccer courses in higher education. The football teaching model contains 4 first-level elements (pedagogical analysis, teaching development, competition, and orientation), which are further divided into 15 second-level elements and 38 third-level elements. Each component addresses a specific outcome goal, emphasizing teaching and learning situations, teaching construction, competition, and cultivation orientation. The proposed outcome-oriented soccer teaching system provides a comprehensive soccer teaching teaching model that integrates sport-specific skills and life-oriented skills.

Conclusion: The model is in line with China's national development goals and the educational principle of building moral character and is expected to bring about changes in soccer education at Xi'an Physical Education Academy and set a benchmark for other provinces.

Keywords: Football Teachings; Outcome-Oriented Education; Soccer-Specific College Students; Physical Education

Introduction

In recent years, the Chinese government has attached great importance to the development of sports and put forward a series of policies aimed at promoting the development of football. These policies are introduced to cultivate and select excellent football talents and enhance the competitiveness of Chinese football on the international stage, to achieve the strategic goal of "becoming a football power". These policies include the "Chinese Football Reform and Development Overall Plan", "Outline of the National Fitness Plan" and the local football development policies issued by governments at all levels of campus football work, vigorous, pointed to the way, add pressure, to seize the opportunity, seize the momentum, the new era of campus football work to a new level. (Chen, 2018). The development policy of football has had a positive influence on the development of college football at Xi'an University of Physical Education. The government's policy support and encouragement enable the school to focus more on the cultivation and promotion of football and provide more opportunities for college students to participate in football activities. The promotion of policies also encourages schools to increase investment in football facilities, coaching teams, training equipment, and other aspects, to provide better football teaching, training, and competition conditions for college students. The policy also faces some challenges and difficulties in the process of implementation. For example, some schools have the problems of inadequate understanding and implementation of the policy implementation, which leads to the failure to fully play the effect of the policy. In addition, some schools in the capital, sites, teachers, and other aspects of the restrictions also restrict the implementation of the policy. For Xi'an University of Physical Education, the implementation of the policy needs to be comprehensively evaluated and analyzed to better formulate improvement measures and solutions as follows:





1. School policy implementation is an important link to promote the development of football careers. Xi'an Institute of Physical Education should actively respond to the national policies, formulate, and implement the corresponding implementation plans, to ensure the effective implementation of the policies; and

2. When opening football courses at Xi'an Physical Education Institute, there may be some problems and challenges that may have an impact on students' football skills and interests, such as unreasonable teaching settings, outdated teaching methods, and imperfect evaluation systems. To improve these problems, schools should pay attention to the flexibility and individuation of the teaching, strengthen the training and introduction of teachers, explore innovative teaching methods, and establish a perfect teaching evaluation system to improve students' football skills and theoretical knowledge reserve.

Therefore, the purpose of this research is to discuss the development plan for college football at Xi'an University of Physical Education, including the influence of Chinese policy on the development of football, the implementation of the school policy, the problems faced by the football teaching and the author's improvement plan for these problems.

Objectives

To develop a football teaching program for Xi'an Physical Education University students.

Literature Review

Classroom teaching structure

Classroom teaching structure refers to the stable structure form of the teaching activity process in a certain environment under the guidance of certain educational thoughts, teaching theories, and learning theories. It will directly reflect what kind of educational thoughts and theories teachers should organize their teaching activities and is the concentrated embodiment of educational thought, teaching theory, and learning theory. Lu (2013) believes that the so-called classroom structure refers to the relationship and proportion between time, space, dominant, subject, media, process, and other elements in classroom teaching. He also put forward the "linear structure" and "module structure" of the classroom and advocated the transition from "linear structure" to "module structure".

Guo (2001) emphasizes the synergistic activities of mobilizing students' three psychological processes of knowledge, affection, and meaning, and integrates knowledge education, motivation education, and intelligence education into a whole. Therefore, the classroom should be a "five-point teaching" structure, namely "create conditions, stimulate excitement, guide students to find the inquiry point, blend the knowledge, practice training points, provide opportunities to evaluate the successful points, broaden the extension, and deepen the knowledge point."

Theoretical ideas of teaching

In the new Exploration of the category System of Ideological and Political Education, the objective reflection of the educational activities and the objective reflection of the system should realize the logical and historical unification of education and deduce the whole discipline system. Lu (2012) pointed out that the construction of the basic category of ideological and political education should be carried out under the guidance of "the unification of historical materialism and dialectical materialism", that is, the category should not only reflect the requirements and characteristics of socialism with Chinese characteristics in the new era, but also keep pace with The Times and constantly enrich and develop. Wang (2010) proposed that the construction of the basic category of ideological and political education should focus on the research object, the integrity of the discipline, and the maximization of the effectiveness of practical activities.

The Theory of Physical Education Teaching

People's understanding and discussion of physical education teaching-related knowledge. It is a series of concepts or principles that people perform through logical thinking and deductive reasoning in physical teaching activities. He (2007) introduces the characteristics of effective teachers enough subject knowledge teaching confidence a lot of appropriate knowledge and skills with a variety of teaching methods teaching language knowledge to stimulate young learners' interest, the sensitivity of knowledge to their teaching practice, and children's reflection ability to create and the ability to maintain effective learning environment to understand the course and its purpose, Especially in the reform of teaching plans and the introduction of new teaching models good professionalism and good moral dedication to the realization of teaching goals the ability to communicate effectively good character, moral sense, personal code of conduct and the ability to cooperate with others the ability to build good



relationships within the school and the community. Liu (2011) discussed the problem of PE teachers, including effective teachers 'personal character and characteristics of enthusiasm, trust, incentive support, organization, effective teachers' professional skills and ability to create environment, teaching mode diversification, make the guidance time optimization, questions, clear guidance, pay attention to the progress of students, provide feedback and strengthening, effective teachers how to manage the classroom, how to prevent and solve classroom problems.

Course Objectives

The objectives of the course should be based on the total layout of the course syllabus, students' age, age, quality, technical skills, reading competition ability, social skills, communication skills, and other aspects. Xu et al (2008) the essence of sports is a physical movement physical practice of skill behavior, the characteristic determines the sports discipline in discipline literacy "knowledge, skills, emotion, attitude" and other general characteristics at the same time, also has different from other disciplines "physical and mental participation, physical practice, sports skills" and other unique discipline literacy qualities. Li et al (2017) pointed out that the core literacy of physical education is the core literacy in the field of physical education and health teaching, including sports ability, health behavior, physical education character, and other three aspects.

The process of creating the teaching

The teaching process refers to the process of understanding and practicing activities in the form of interaction between students and teachers, with students as the main body, teachers as the leading body, and the technical knowledge and practice including the enhancement of physical fitness, to form a certain exercise ability. The difference is mentioned in Liu et al, (2021) qualitative theory, the cultivation of students' psychology, the cultivation of students' psychology, especially the cultivation of interest, and the past in physical education teaching. Under the guidance of traditional teaching ideas in the teaching process, the emotional experience of a layer, ignored, did not fully mobilize the enthusiasm of students to learn. Learning drive is poor, so weariness gradually away from the physical education class. Chang (2008) believes that the essence of teaching design is a process for people to refine, organize, and arrange the objectives, content, organization, evaluation, and other elements in a specific way according to certain teaching value concepts, to form a certain value-oriented teaching structure and implementation plan. Ji (2006) thinks physical education course overall design is not the process of goal and content effective cohesion, it represents the objective world of students' physical and mental development system and the combination of subjective world knowledge skills system, including both based on the students' physical and mental development needs the goal and the content of the overall arrangement, including the content based on the teaching effect of choice and learning period match.

Conceptual Framework

The conceptual framework for this research is as follows:

1. The independent variable is student football performances.
2. The dependent variable is the football teaching program at Xi'an Physical Education University.

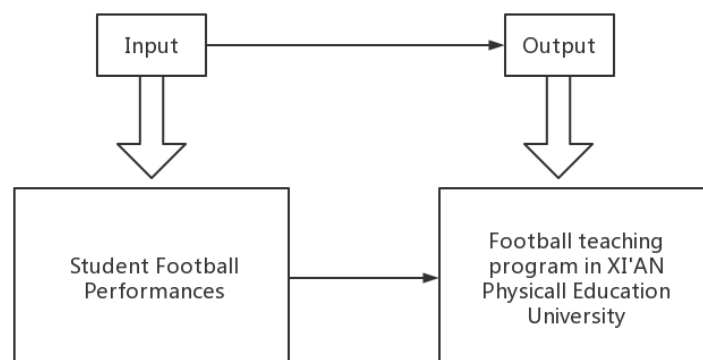


Figure 1: Conceptual framework



Methodology

1. Population and Sample

The population used the purposive sampling method to select 29 people.

1.1 Combing program for football model framework: invites 5 experts to conduct face-to-face interviews to combine the program for football model framework. The 5 experts work as faculty members of university football courses and hold senior titles. Of these, 2 have master's degrees and three have doctoral degrees.

1.2 IOC inspection specialist: invite 5 IOC inspection specialists to check the validity of the questionnaire. These 5 IOC inspection specialists are experts in the field of football teaching and research for many years and are sports researchers with a senior title. They are not included in the 19 Delphi consensus modification experts. The result of IOC is 0.99.

1.3 Delphi consensus modify expert: invite 19 experts to Delphi consensus modify the program for the football model framework. Experts engaged in research in related fields for numerous years were invited for consultation. They are sports researchers, teaching administrators, and university football teachers.

1.4 Focus group experts to determine the program for the football model: 9 experts including 3 football coaches, 3 teaching administrators, and 3 university football teachers.

Research tool

Experts interviewing form and questionnaire were used to collect the data

Data Collection and Analysis

Through the method of literature investigation, CNKI, Web of Science, Scopus, and other literature retrieval databases were searched for keywords, including program for football model, university football teaching model, football courses, etc. Based on the analysis results of the text data, 4 elements of level 1 of the program for football model framework are obtained. Use Word software to record the contents of experts' discussions and use Excel software to record the combining program for the football model framework.

To develop a questionnaire according to the program for football model framework. And use Excel software to collect the questionnaire.

Each round of expert consultation questionnaires was sent to 19 experts, with an emphasis on the deadline for receiving the questionnaires. Check and collect the questionnaire by email when the deadline for receiving the questionnaire arrives. Data on the results of each round of consultation were collected.

The focus group interview questionnaire was developed, and the 5-point Likert method was used to set a score of 1 to 5 points for the program for the football model framework, and a suggestion column was set in the questionnaire.

In this research, Excel software was used to calculate the value of the IOC inspection Specialist result and the result of a focus group. The coefficient of variation (CV) and the median are usually used as the evaluation criteria for screening factors.

Results

1. Invite 5 football education experts to join in a face-to-face discussion meeting to sort out the framework of the program for the football model.

According to experts, The Teaching and Learning Analysis section should include course objectives, teaching content, teaching methods, allocation of lesson time, and assessment. Therefore, combining a program for a football model framework (Table 1). It includes 4 First-level elements, 14 Second-level elements, and 47 Third-level elements.

Table 1. Program for Football Model Framework

First-level elements	Second-level elements	Third-level elements
A Teaching and Learning Analysis	A1 Course Objectives	A11 Cognitive Objectives
		A12 Skill Objectives
		A13 Emotional Objectives
	A2 Teaching Content	A21 Football Refereeing Rules
		A22 Football Techniques and Tactics





First-level elements	Second-level elements	Third-level elements	
A	A3 Teaching methods	A23 Physical Fitness	
		A24 Football video analysis	
		A31 Lecture method	
		A32 Demonstration	
		A33 Exercise	
	A4 Allocation of lesson time	A34 Discussion	
		A35 Introduction	
		A41 Refereeing rules	
		A42 Technical and Tactical Soccer practice	
	A5 Assessment	A43 Physical Fitness	
		A44 Video analysis	
		A51 Weekday results	
		A52 Practical results	
	B Soccer Teaching System Construction	B1 Constructing a multi-level soccer teaching system	A53 Technical and Tactical Ability Assessment
			A54 Theory
B11 Football courses at different levels			
B2 Optimizing soccer teaching materials and resources		B12 Learning objectives and content	
		B13 Mechanisms for articulation between curricula	
		B21 Teaching materials and teaching aids for soccer	
B3 Cultivate professional soccer teachers		B22 Multimedia teaching resources	
		B23 Teaching and training support	
		B31 Teaching standards and professional knowledge	
		B32 Research and academic exchanges on soccer teaching	
B4 Promoting soccer teaching reform and innovation		B33 Establishment of incentive mechanism	
		B41 Accumulation of advanced experiences at home and abroad	
		B42 Improvement and optimization of teaching	
C Competition		C1 Intramural soccer tournaments	B43 Innovative soccer teaching
			C11 Organization of interschool soccer leagues and cups
	C12 Student Motivation		
	C2 Off-campus soccer tournaments	C13 Tournament Management	
		C21 Level of participation	
		C22 Number of matches organized	
D Cultivation Objectives	D1 Football referees	C23 Number of Participation	
		D11 Professional League Referee	
		D12 School soccer referees	
	D2 Football coaches	D21 Professional Team Coaches	
		D22 Research Coaches	
		D23 Youth Training Coaches	
		D24 Physical fitness coaches	
	D3 Teachers	D31 Primary School Teachers	
		D32 Middle School Teachers	
D33 High school teachers			





2. IOC inspection specialist

Invite 5 experts to carry out the IOC questionnaire. According to the statistical results of IOC, in the four dimensions of A Teaching and Learning Analysis, B Soccer Teaching System Construction, C Competition, and D Cultivation Objectives, the IOC index of all items is greater than or equal to 0.8. The results show that the consistency of the project objectives of the questionnaire is high, and the setting of the questionnaire is effective.

3. Delphi consensus modify

After the second round of expert consultation, SPSS26.0 was used to calculate the Coefficient of variability (CV) and median according to the scores assigned by experts. The results of the second round showed that the CV values of all factors were less than or equal to 0.25, and the median values of all factors were greater than or equal to 3.5. Therefore, all elements can be retained. In addition, because of the first round, 4 experts did not reply to the revised results in time. Two of the experts in the current round of the Delphi Consensus modification questionnaire put forward suggestions, and their suggestions are the same. Both are looking to add Managers to the second-level elements of D Cultivation Objectives. At the same time, add the third-level elements of Managers, who are Professional League Referee, School soccer referees, and Professional Team Coaches.

After the second round of Delphi Consensus modification, the researchers adjusted these elements according to the recommendations of experts. Number the new second-level element as D4 Managers, the third-level elements will be numbered as D41 Professional League Referee, D42 School soccer Referees, and D43 Professional Team and Coaches. Finally, develop the program for the football model, including 4 First-level elements, 15 Second-level elements, and 48 Third-level elements (table 2).

Table 2. The second round of Delphi consensus modify results

Table with 3 columns: First-level elements, Second-level elements, and Third-level elements. It lists various objectives and teaching methods categorized under A Teaching and learning analysis, B Soccer teaching system construction, and D Cultivation Objectives.





First-level elements	Second-level elements	Third-level elements
	B3 Cultivate professional soccer teachers	B31 Teaching standards and professional knowledge
		B32 Research and academic exchanges on soccer teaching
	B4 Promoting soccer teaching reform and innovation	B33 Establishment of incentive mechanism
		B41 Accumulation of advanced experiences at home and abroad
		B42 Improvement and optimization of teaching
C Competition	C1 Intramural soccer tournaments	B43 Innovative soccer teaching
		C11 Organization of interschool soccer leagues and cups
	C2 Off-campus soccer tournaments	C13 Tournament management
		C21 Level of participation
D Cultivation objectives	D1 Football referees	C22 Number of matches organized
		D11 Professional league referee
		D12 School soccer referees
	D2 Football coaches	D21 Professional team coaches
		D22 Research coaches
		D23 Youth training coaches
	D3 Teachers	D24 Physical fitness coaches
		D31 Primary school teachers
		D32 Middle school teachers
	D4 Managers	D33 High school teachers
		D41 Professional league referee
		D42 School soccer referees
		D43 Professional team coaches

4. Determine the program for football

Invite 9 experts to participate in focus group discussions. Simultaneously, the scores assigned to each element of the football model program were taken into consideration. Elements with an average score equal to or greater than 4 were considered for retention.

Table 3. Statistical table of focus group scoring results

Elements	\bar{X}	Screening results
A Teaching and Learning Analysis	5.00	Keep
B Soccer Teaching System Construction	5.00	Keep
C Competition	5.00	Keep
D Cultivation Objectives	5.00	Keep
A1 Course Objectives	5.00	Keep
A2 Teaching Content	5.00	Keep
A3 Teaching methods	5.00	Keep
A4 Allocation of lesson time	5.00	Keep
A5 Assessment	5.00	Keep
B1 Constructing a multi-level soccer teaching system	5.00	Keep
B2 Optimizing soccer teaching materials and resources	5.00	Keep
B3 Cultivate professional soccer teachers	5.00	Keep
B4 Promoting soccer teaching reform and innovation	5.00	Keep
C1 Intramural soccer tournaments	4.89	Keep





Elements	\bar{X}	Screening results
C2 Off-campus soccer tournaments	5.00	Keep
D1 Football referees	5.00	Keep
D2 Football coaches	5.00	Keep
D3 Teachers	5.00	Keep
D4 Managers	5.00	Keep
A11 Cognitive Objectives	5.00	Keep
A12 Skill Objectives	5.00	Keep
A13 Emotional Objectives	5.00	Keep
A21 Football Refereeing Rules	5.00	Keep
A22 Football Techniques and Tactics	5.00	Keep
A23 Physical Fitness	5.00	Keep
A24 Football video analysis	5.00	Keep
A31 Lecture method	5.00	Keep
A32 Demonstration	5.00	Keep
A33 Exercise	5.00	Keep
A34 Discussion	5.00	Keep
A35 Introduction	5.00	Keep
A41 Refereeing rules	5.00	Keep
A42 Technical and Tactical Soccer practice	5.00	Keep
A43 Physical Fitness	5.00	Keep
A44 Video analysis	5.00	Keep
A51 Weekday results	5.00	Keep
A52 Practical results	5.00	Keep
A53 Technical and Tactical Ability Assessment	5.00	Keep
A54 Theory	4.89	Keep
B11 Football courses at different levels	5.00	Keep
B13 Mechanisms for articulation between curricula	5.00	Keep
B21 Teaching materials and teaching aids for soccer	5.00	Keep
B22 Multimedia teaching resources	5.00	Keep
B23 Teaching and training support	5.00	Keep
B31 Teaching standards and professional knowledge	5.00	Keep
B32 Research and academic exchanges on soccer teaching	5.00	Keep
B33 Establishment of incentive mechanism	5.00	Keep
B41 Accumulation of advanced experiences at home and abroad	5.00	Keep
B42 Improvement and optimization of teaching	4.78	Keep
B43 Innovative soccer teaching	4.67	Keep
C11 Organization of interschool soccer leagues and cups	5.00	Keep
C13 Tournament Management	5.00	Keep
C21 Level of participation	5.00	Keep
C22 Number of matches organized	5.00	Keep
C23 Number of Participation	5.00	Keep
D11 Professional League Referee	5.00	Keep
D12 School soccer referees	5.00	Keep
D21 Professional Team Coaches	4.86	Keep
D22 Research Coaches	4.57	Keep
D23 Youth Training Coaches	5.00	Keep
D24 Physical fitness coaches	5.00	Keep
D31 Primary School Teachers	5.00	Keep
D32 Middle School Teachers	5.00	Keep
D33 High school teachers	5.00	Keep



Elements	\bar{X}	Screening results
D41 Professional League Referee	5.00	Keep
D42 School soccer referees	5.00	Keep
D43 Professional Team Coaches	4.86	Keep

Calculate the average values assigned by the experts (Table 3) and the results show that all are greater than 4. All elements can be retained. After focus group discussions, the program for football was finalized. It includes 4 First-level elements, 15 Second-level elements, and 38 Third-level elements (Figure 2).

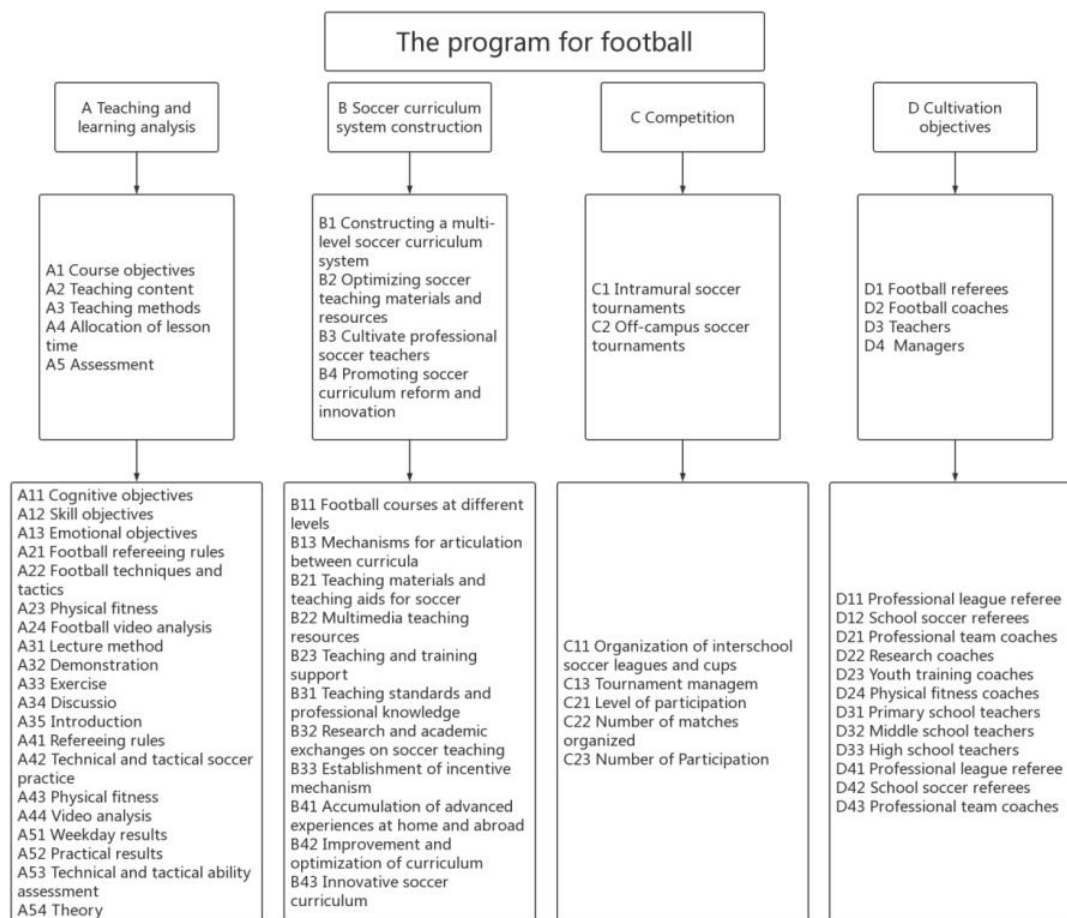


Figure 2. The program for football

Conclusion

First, 5 experts are invited for face-to-face discussion, while combing the program for the football model framework. Secondly, 19 experts were invited to carry out Delphi consensus modification and to develop the program for the football model. Finally, 9 experts were invited to focus group discussions, and the program for football was finalized. It includes 4 First-level elements, 15 Second-level elements, and 38 Third-level elements.

Discussion

In the aspect of the construction of the football teaching system, construction of the football teaching system is a key component to ensure the quality and sustainability of football education. To achieve this goal, we need to focus on the following aspects:



First, we need to build a multi-level football teaching system (B1). This means that we should provide different levels of football courses (B11) to meet the needs and abilities of different students. At the same time, the bridging mechanism between courses (B13) should be emphasized to ensure that students can smoothly transition from one level to the next.

Secondly, it is also crucial to optimize the football teaching materials and resources (B2). This includes the selection and use of appropriate football materials and teaching materials (B21), the use of multimedia teaching resources (B22), and the assurance that teaching training is adequately guaranteed (B23).

Further, a professional team of football teachers (B3) is the cornerstone of ensuring high-quality teaching. This requires teachers to have a high level of teaching and expertise (B31), an active part in football teaching research and academic exchanges (B32), and encouragement to progress through incentives (B33).

Finally, to ensure that football education keeps pace with The Times, we also need to promote the reform and innovation of football teaching (B4). This can be achieved by accumulating advanced experience at home and abroad (B41), improving and optimizing the teaching (B42), and innovating the content and methods of football courses (B43).

This is consistent with the research result of Chang (2008) believes that the essence of teaching design is a process for people to refine, organize, and arrange the objectives, content, organization, evaluation, and other elements in a specific way according to certain teaching value concepts, to form a certain value-oriented teaching structure and implementation plan.

Recommendation

1. The football teaching program should be aligned with the university's physical education curriculum in terms of its learning objectives, content, and assessment methods.
2. The football teaching program should be designed to incorporate teaching methods and strategies that are effective in improving student learning outcomes.
3. The football teaching program should be flexible and adaptable to the changing needs of students and the football landscape.

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