

Exploration of High School Physical Education Football Teaching

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Abstract:Football, as one of the most popular sports, holds a pivotal position in high school physical education. This paper seeks to deeply explore the current status of high school physical education football teaching, the challenges issues it faces, and potential strategies for improvement. The aim is to offer insights that enhance the effectiveness of football teaching and foster the comprehensive development of students' overall quality. Through an in-depth analysis, several areas for improvement were identified, including curriculum design, resource allocation, teaching content and methods, faculty strength, and student participation. This paper proposes targeted optimization suggestions to stimulate innovation and development in high school football teaching.

Key Words: High school physical education; Football teaching; Status analysis; Improvement strategies; Comprehensive quality

1 Introduction

Football captivates countless enthusiasts with its competitive allure and plays an irreplaceable role in education[1]. In high school physical education, football teaching not only bolsters students' physical fitness but also nurtures teamwork, logical thinking, and adaptability[2]. However, current high school football teaching encounters numerous challenges. Optimizing teaching outcomes and elevating students' football literacy has become a pressing concern. This paper, therefore, conducts an in-depth exploration of high school physical education football teaching to provide valuable references for teaching practice.

2 Analysis of the Current Status of High School Physical Education Football Teaching

2.1 Curriculum Design and Resource Allocation

While most high schools include football in their physical education curriculum, the limited class hours hinder in-depth student learning. This impedes students from fully mastering football skills and restricts their football proficiency development. Moreover, the scarcity of football fields, equipment, and other facilities is a significant barrier to

teaching quality enhancement. Some schools, constrained by limited venues, cannot meet the training needs of students, leading to a significant reduction in training effectiveness. Additionally, the lack of equipment hampers teaching activity development, affecting the quality and effectiveness of teaching..

2.2 Teaching Content and Methods

Current high school football teaching predominantly focuses on basic techniques such as passing, shooting and dribbling, with less emphasis on tactics, game rules, and mental quality training. This results in students mastering basic skills but often failing to apply them effectively in actual games. Furthermore, the traditional teaching model of explanation, demonstration, and practice prevails, lacking innovation and interactivity. This single model not only fails to ignite students' interest but also hinders the development of their innovative abilities and autonomous learning abilities.

2.3 Faculty Strength

Some high school football coaches lack systematic professional training, employing outdated teaching methods and concepts, which makes it challenging to keep pace with modern football teaching trends[3]. This leads to ineffective guidance during teaching,

impeding skill improvement. Moreover, the absence of professional development opportunities prevents continuous enhancement of teachers' professional literacy and teaching capabilities.

2.4 Student Engagement and Interest

Despite the popularity of football, students' enthusiasm for football training varies due to academic pressures and personal interests. Some students show little interest in football, leading to a lack of initiative and enthusiasm during training. Furthermore, heavy academic demands make it difficult for students to balance studies and training, resulting in inadequate investment in football training.

3. Problems in High School Physical Education Football Teaching

3.1 Disconnection Between Theory and Practice:

The ineffective integration of theoretical teaching and practical training is a primary issue in current high school football teaching. Teachers often focus on theoretical knowledge during teaching, neglecting practical application. This results in students mastering theoretical knowledge but struggling to apply it in games. Additionally, the lack of practical experience hinders the continuous improvement of students' football skills.

3.2 Lack of Personalized Teaching:

Current high school football teaching often employs a 'one-size-fits-all' approach, ignoring individual differences among students. Students vary in physical abilities, skill levels, and learning interests, yet teachers do not fully consider these factors during teaching, leading to poor teaching outcomes. Furthermore, the absence of effective personalized teaching plans results in training that lacks specificity and effectiveness, making it challenging to achieve the expected goals.

3.3 Single Evaluation System:

The current evaluation system for high school football teaching relies on technical tests or match results, lacking comprehensive assessment of students' overall quality. This single evaluation system not only fails to reflect students' football literacy fully but also promotes one-sided development. Additionally, the lack of evaluation of students' innovative

abilities and teamwork skills impedes the improvement.

3.4 Lack of Cultural and Spiritual Inheritance

Football teaching often overlooks the transmission of football culture and the cultivation of football spirit. Football is not merely a sport but also a cultural and spiritual expression. However, in current high school football teaching, teachers focus solely on skill training, neglecting the transmission of football culture and the cultivation of football spirit. This results in students having an insufficient understanding of the deeper values of football, making it difficult for them to develop a passion and pursuit for the sport.

4. Strategies for Improving High School Physical Education Football Teaching

4.1 Optimizing Curriculum and Resource Allocation:

To address the issues of insufficient class hours and inadequate facilities in current high school football education, schools and teachers should actively optimize curriculum and resource allocation. On one hand, increased the class hours to ensure students have ample time for learning and training. On the other hand, schools can actively cooperate with enterprises and social organizations to build football training bases and venues, providing students with higher quality training resources.

4.2 Enriching Teaching Content and Methods

To stimulate students' learning interest and innovation ability, teachers are supposed to actively enrich teaching content and methods. To be specific, by introducing tactical analysis, video teaching, and other diversified teaching methods, students' understanding and practical abilities can be enhanced. Additionally, teachers should focus on the innovation and diversity of teaching methods. For example, interactive teaching methods such as group cooperation and role-playing can be used to stimulate students' learning interest and initiative. Teachers can also utilize modern information technology tools such as virtual reality and artificial intelligence to provide students with more vivid and intuitive learning experiences.

4.3 Strengthening Teacher Training:

To address the issue of insufficient professional training for high school football coaches, training and learning opportunities should be updated from three aspects. First of all, regular professional training courses and learning exchange activities can be organized for teachers to enhance their professional literacy and teaching abilities. Secondly, renowned domestic and international football coaches and experts can be invited to give lectures and guidance at schools, providing teachers with more learning opportunities and resources. Thirdly, it's necessary to establish a teacher evaluation mechanism to regularly assess teachers' teaching effectiveness and professional literacy, motivating teachers to continuously improve their teaching levels.

4.4 Implementing Personalized Teaching

To address the differences in physical fitness, skill levels, and learning interests among students, schools and teachers should actively implement personalized teaching from two aspects. Firstly, According to students' learning progress and actual situations, adjusting teaching content and methods to ensure each student receives appropriate training and guidance. Secondly, teachers can organize diverse football activities based on students' interests and characteristics. For example, football matches and football culture festivals can be held to allow students to experience the charm of football in a relaxed and pleasant atmosphere, cultivate their love and pursuit of football, and promote the comprehensive development of each student[4].

4.5 Improving the Evaluation System

To comprehensively reflect students' football literacy and overall quality, schools and teachers are supposed to actively improve the evaluation system. In addition to technical tests, the performance of students in teamwork, innovative thinking, leadership, and other aspects should also be considered. By introducing diversified evaluation indicators and methods, students' football literacy and overall quality can be comprehensively assessed; A student growth portfolio can be established to record the growth trajectory and progress

of students during their football learning process. By regularly evaluating and analyzing the student growth portfolios, teaching strategies and methods can be adjusted in a timely manner to ensure continuous development for each student. By establishing a diversified evaluation system, students' football literacy can be comprehensively evaluated [5].

4.6 Promoting Football Culture and Spirit

To deepen students' understanding of the deeper values of football, actively promoting football culture and spirit is what we must do. For example, football lectures, classic match videos and sharing stories of football stars can be organized to help students understand the history, culture, and development of football. By experiencing the struggle and success of football stars, students' spirit of striving and the pursuit of excellence can be inspired. Provided that football cultural festivals and football-themed class meetings can be held regularly, students can feel the charm of football and cultivate their love and pursuit of the sport through participation in these activities. As an advocate of football culture, teachers can integrate football culture with campus culture to create a unique football cultural brand, enhancing the school's reputation and influence.

Conclusion

In summary, high school football teaching in physical education significantly contributes to improving students' physical fitness, cultivating teamwork spirit, and exercising logical thinking skills. However, there are still many issues in current high school football teaching, such as the disconnection between theory and practice, insufficient personalized teaching, a single evaluation system, and the lack of cultural and spiritual heritage. To address these issues, schools and teachers should actively optimize curriculum settings and resource allocation, enrich teaching content and methods, strengthen teacher training, implement personalized teaching, improve the evaluation system, and promote football culture and spirit. The implementation of these measures can effectively enhance the quality and effectiveness of high school football

teaching, promoting the comprehensive development of students. With the continuous deepening of educational reform and the development of football, it is believed that high school football teaching in physical education will have an even broader development prospect and a brighter future.

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