

## An Analysis on the Teaching Method of College Football Optional Course

Jiaheng Li\*

Department of physical education, school of humanistic information management, chengdu medical college,  
610500

676017037@qq.com

\*corresponding author

**Keywords:** College Football Teaching; Stratified Teaching Method; Achievement Goal Theory; Football Skills

**Abstract:** In the context of nationwide fitness, as a national hope and future college students' physical quality has attracted the attention of the whole society. As one of the most popular sports among college students, football has remarkable fitness effect and teaching significance. However, it should also be noted that, due to the relatively high difficulty in football learning and the uneven individual practice ability of students, the teaching of football optional course is often difficult to achieve the expected effect in the previous teaching practice. How to select teaching contents and training methods to enable college students to master football actual combat skills as soon as possible is of great significance for scientific physical training and effective football teaching in colleges and universities. If the student's physical quality, the existing football skills as an index of difference, in the teaching proles of optional soccer course will face up to these differences, and their hierarchical teaching, from teaching to break at the beginning of ignore differences of physical, skills, interests, etc of students "one-size-fits-all" teaching situation, and fully consider the individual students to football training expected achievement goal, must can make the horizontal level of the students on the basis of the original to get their own progress and football skills upgrading.

### 1. Introduction

At the present stage, many universities in China have set up physical education colleges, which have many students practicing football [1]. Football is the most popular, most widely developed and most influential sport in the world, and is honored as the world's no. 1 sport [2]. A wonderful football game, attracting tens of thousands of viewers and hundreds of millions of TV viewers, has become an important content of the TV program, and is also a very popular sport for college students [3]. To open such a specific teaching course in colleges and universities, but also to let the football in China can get a large scale promotion, because from China's current football strength to see there is some gap with other countries, the football teaching background to a large extent, have a certain correlation with what the situation is, most college students are adults, their thinking mode to mature slowly, also for sports like football pattern is also very easy to accept, the first large fans formed enough consumer groups, so again in this background, college football more and more get the attention of people in the society [4-5]. But in the process of teaching football, we tend to overlook one striking fact. That is, due to the influence of genetic factors, family factors and social environment, individual differences of students are absolute [6].

Since the 1980s, Chinese educators have begun to explore the teaching concept of teaching students in accordance with their aptitude. The original intention of this concept is to take into account the individual differences of students, and some practical explorations have been made in theory and practice, and some specific measures have been proposed [7-8]. Before this, no matter what kind of courses are taught, there are generally unified teaching methods and weak pertinence, which also leads to poor teaching effect that students either cannot learn or do not learn [9]. Therefore, arousing the enthusiasm of students and meeting the learning needs of students at

different levels has become the primary problem to be solved in education reform [10]. In the outline of China's education reform and development promulgated by the national education department in 1991, the teaching concept of teaching students in accordance with their aptitude was mentioned for the first time. Since then, this quality education program of layered teaching has aroused heated discussions [11]. Most scholars agree that layered teaching is to admit the existence of differences between students, and to face up to these differences, stratified teaching, overcome the one-size-fits-all teaching, according to their aptitude, to implement the asynchronous teaching, students learning individualization and asynchronous, under the guidance of teachers make teaching become the guidance of teachers and students' learning activities efficient unified process [12].

It has been 28 years since stratified teaching was first proposed. During these 28 years, China's education has made great progress, and the method of teaching students in accordance with their aptitude and stratified teaching has been implemented and achieved fruitful results in the teaching of various courses. But in football teaching of sports, but tend to ignore the student individual achievement goal expectation, causes the teaching to carry out the lack of targeted, so as to attract students' interests, lack of training and layered teaching method is a variety of reasons fail to get the attention they deserve in football teaching, or didn't get the in-depth study and practice. The research of this paper will strive to break through this limitation and integrate the achievement goal theory and hierarchical teaching method into the football teaching, which is an important physical education course.

## **2.Method**

### **2.1 Achievement Goal Theory**

Achievement goal theory is an important subject of achievement motivation research, an extension of learning goal setting research, and a combination of social cognition research orientation and achievement motivation research. The origin of goal setting research can be traced back to the scientific management system created by American psychologists in the last century. Since the 1930s, American psychologists began to study the expected goals. There are two main orientations in the study of goal setting. The other research focuses on the analysis of the type of dominant goal and the final result of the individual in the achievement situation, that is, the achievement goal orientation research based on the social cognitive model.

By applying the achievement goal orientation theory to college football optional courses, cultivating individual achievement goal orientation can form a better classroom atmosphere, promote individual learning desire and strengthen individual learning motivation. Cultivating students' achievement goals is more conducive to improving their individual theoretical knowledge, skills and skills, as well as their efforts and persistence. Improve students' football skills, physical fitness, mental ability, team spirit and cooperative spirit, and optimize their football training or learning style. Therefore, the achievement goal orientation theory is not only applicable to the teaching of college football optional course, but also can provide valuable reference for the teaching of other majors.

### **2.2 Hierarchical Teaching Methods**

The academic circle has not yet formed a unified definition of stratified teaching method. Every researcher elaborated the concept of stratified teaching according to their own research content. According to the research content and nature of this paper, this paper also encapsulates layered teaching to some extent. Research of this paper thinks that in the teaching of sports training, the layered teaching method is everyone according to their own level of the students' existing sports instructors, growth potential, function and physical quality comprehensive situation scientifically the students assigned to different groups and set different teaching content, teaching goal, thus reach to motivate every student is a kind of teaching method. If necessary, these students should be able to study in their own stage group for a period of time and then enter the next level group for a higher stage of study by means of assessment, so as to promote all students to achieve better results

through the adjustment of these strategies and their own continuous efforts.

Stratified teaching method is actually a complete set of systematic theoretical methods, which not only conforms to the laws of physical education, but also conforms to the achievement goal motivation theory of psychology. At the same time, only after a comprehensive understanding of the current training situation of students can they be stratified scientifically. Therefore, the initial stratification is the most important step in the implementation of this method. Reasonable stratification provides the most suitable learning atmosphere for every student who is interested in practicing good football. After learning for a period of time, the introduction of rolling assessment system greatly stimulates students' learning enthusiasm and enthusiasm.

### **3.Experiment**

#### **3.1 Experimental Data Sources**

The research object of this paper is the application of stratified teaching method in college football optional course. Therefore, the experimental subjects of this paper selected 150 students from a well-known sports college in China who majored in non-sports in 2018 and participated in the optional football course. In the experiment, this paper sets up a control group and an experimental group. The control group focuses on the teaching of football skills in the traditional teaching mode of non-hierarchical teaching method, while the experimental group strictly follows the principle of hierarchical teaching method. Before and after the experiment, the main changes of students before and after participating in the teaching were compared by special techniques according to the overall design of the experiment outline, and a questionnaire survey and statistical analysis were conducted.

#### **3.2 Experimental Process**

During the experiment, 150 students from the physical education institute were randomly divided into two groups: the control group and the experimental group, with 75 students respectively. Among them, the experimental group adopts hierarchical teaching method to teach football. According to the experimental outline, the 75 students are divided into three levels: senior group, intermediate group and primary group according to the existing football skill level, expected achievement goal, own quality and plastic space, and different teaching contents are adopted according to the grouping. First, the teacher sets different teaching goals for each group of students, and students in each group make their own learning plans according to the goals, and finally master the teaching content taught by the teacher.

In order to test the degree of recognition of this teaching method, this paper sets the credibility test of the questionnaire method, that is, the same questionnaire is used to measure the same group of subjects twice before and after, and then the correlation coefficient is calculated according to the scores of the subjects measured twice. With the help of teachers, questionnaires were carried out on 150 samples before and after the teaching, and the questionnaires were collected on the spot. Therefore, the recovery rate and effective rate of the questionnaires were 100%. After collecting and statistical questionnaires, reliability test was carried out on the two results by using Pearson product rectangle correlation coefficient. The calculated reliability coefficient was  $R=0.863$ , which proved that the questionnaire had high reliability. The results show that the designed questionnaire can well reflect the problems involved in this paper.

### **4. Analysis and Discussion**

#### **4.1 Analysis of Survey Results Before the Experiment**

##### **(1) Comparison of course selection motivation**

According to the questionnaire survey conducted on the two groups of students before the experiment, it is found that there is no significant difference between the experimental group and the control group in the original motivation of choosing football as an optional course. The survey

results are shown in table 1 below.

**Table 1.** Investigation of Students' Original Motivation of Course Selection

Elective motivation	Control group		Experimental group		Total number (person)	Percentage (%)
	Number (person)	Percentage (%)	Number (person)	Percentage (%)		
Like football	26	17.33%	27	18.00%	53	35.33%
Feels cool	19	12.67%	17	11.33%	36	24.00%
With one's roommate	16	10.67%	15	10.00%	31	20.67%
Easier to get credit	10	6.67%	12	8.00%	22	14.67%
Other reasons	4	2.67%	4	2.67%	8	5.33%

As can be seen from table 1, 53 people chose football courses because they were fond of football and hoped to gain more. Thirty-six people took the course because they thought playing football looked cool. There are 31 people who choose football because of their roommates, so they follow the football courses at will. There are also 22 people who don't like football, but think it is easier to get credits for elective football. Another 21 chose football for other reasons. It can be seen from this that most students in both the experimental group and the control group have the right motivation to choose courses, but there are a small number of students who choose courses blindly.

#### (2) Individual differences

As is known to all, physical activity is often closely related to individual physical fitness. According to the characteristics of football, this paper tested 150 students' performance of medium and long distance running, turning back running and stationary solid ball in order to detect their difference in physical quality. As shown in table 2 below, the test results show that students in the experimental group and the control group are basically at the same level in physical fitness, with no significant difference ( $P>0.05$ ).

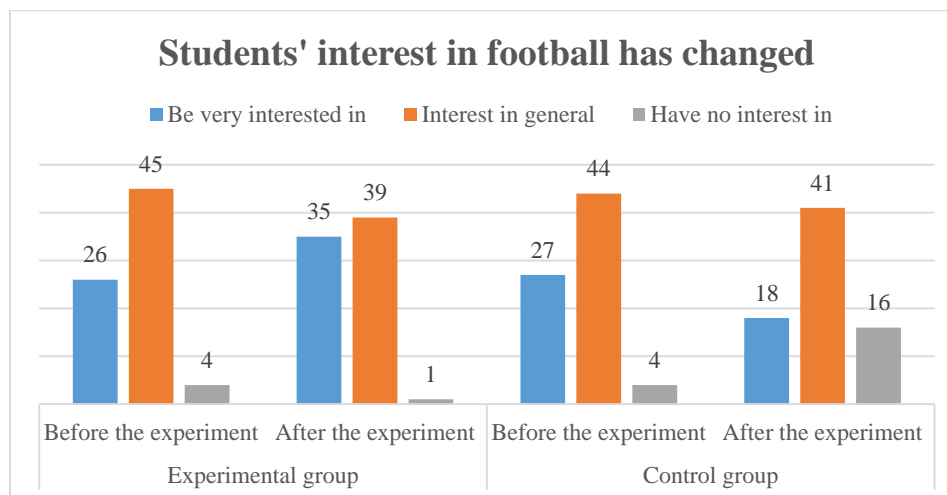
**Table 2.** Differences in Physical Fitness of Students

Test content	Control group	Experimental group	P values
1500m(minute, second)	5'33"	5'39"	$>0.05$
5* 25m reverse run (second)	35"7	36"1	$>0.05$
Autochthonous solid sphere (meter)	10.4	10.6	$>0.05$

## 4.2 Analysis of the Survey Results of Students after Stratified Teaching

The second experiment after the experiment showed that the students in the experimental group made great progress in both physical quality and actual football skills, while those in the control group did not. It can be seen that the layered teaching method has a good effect in improving the football skills and physical qualities of students in the experimental group.

The research in this paper also conducted a questionnaire survey on all the students participating in the experiment after the end of the experiment, aiming to explore the changes in their interest in football learning after two different teaching methods, so as to accurately judge whether the achievement goal theory proposed in this paper is scientific or not. The statistical results are shown in figure 1 below.



**Figure 1.** Students' Interest in Football Changes

According to the statistical results, the experimental group taught by hierarchical teaching method showed a great increase in interest in learning football. The number of students who were very interested increased from 26 to 35, while the number of students who were not interested decreased from 4 to 1. In the control group, the number of people who were very interested decreased from 27 to only 18, while the number of people who were not interested increased from 4 to 16. These results show that the layered teaching method can not only make football teaching better, but also make students really like football.

## 5. Conclusion

The football course in colleges and universities is not only an important basis for the health plan of college students, but also an important part of the training of sports talents in China. Therefore, we must face up to the existing problems and deficiencies in the current football teaching, make a breakthrough in the application of stratified teaching methods to the field of football teaching, and pay close attention to the implementation, so as to complete the transformation from the traditional training model to the teaching model. In this process, every participant has unshirkable responsibility and must fully realize that hierarchical teaching method is a major breakthrough direction of teaching reform, and take the cultivation of football talents with high ability and level as the most important goal to be achieved by hierarchical teaching method.

## References

- [1] Evan Moore, James Francisco. Efficiency, Profitability, and College Football: do Bettors Overrate the Major Conferences in Interconference Play?[J]. Atlantic Economic Journal, 2019, 47(2):1-9.
- [2] Daniel R. Clifton, Rachel M. Koldenhoven, Jay Hertel. Epidemiological Patterns of Ankle Sprains in Youth, High School, and College Football[J]. American Journal of Sports Medicine, 2016, 45(2):417-425.
- [3] Kristen L. Kucera, Rebecca K. Yau, Johna Register-Mihalik. Traumatic Brain and Spinal Cord Fatalities Among High School and College Football Players — United States, 2005–2014[J]. Mmwr Morbidity & Mortality Weekly Report, 2017, 65(52):1465-1469.
- [4] Salaga, Steven, Fort, Rodney. Structural Change in Competitive Balance in Big-Time College Football[J]. Review of Industrial Organization, 2018, 50(1):27-41.
- [5] John A. Sampson, Andrew Murray, Sean Williams. Subjective Wellness, Acute: Chronic Workloads, and Injury Risk in College Football[J]. The Journal of Strength and Conditioning Research, 2019, 451(78):14-18.

- [6] Bliss B A, Engelberg J, Warachka M. How Do Households Set Prices? Evidence from College Football Rivalries and Airbnb[J]. 2017, 32(1):125-165.
- [7] Stemper B D, Shah A S, Harezlak J. Repetitive Head Impact Exposure in College Football Following an NCAA Rule Change to Eliminate Two-A-Day Preseason Practices: A Study from the NCAA-DoD CARE Consortium[J]. 2019, 4(3):1-3.
- [8] Michael Christian Mayinger, Kian Merchant-Borna, Jakob Hufschmidt. White matter alterations in college football players: a longitudinal diffusion tensor imaging study[J]. Brain Imaging & Behavior, 2017, 12(1):1-10.
- [9] Bennett R W. Holdover Bias in the College Football Betting Market[J]. Atlantic Economic Journal, 2019, 47(1):451-485.
- [10] Leeds M A, Leeds E M, Harris A. Rent Sharing and the Compensation of Head Coaches in Power Five College Football[J]. 2018, 52(1):1-15.
- [11] Mark F Owens, Michael A Roach. Decision-making on the hot seat and the short list: Evidence from college football fourth down decisions[J]. Ssrn Electronic Journal, 2018, 148(284):342-368.
- [12] Robert H Lutz, McNeil, J.A., Jr, Chibuike P Odo. Rhabdomyolysis and Malaria in a College Football Player[J]. Current Sports Medicine Reports, 2019, 18(4):112-114.