

# *Investigation and Research on the Current Situation of Football Teaching in Colleges and Universities in Southern Anhui Province*

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**Abstract:** College football courses are very important to cultivate campus football reserve teaching force, high quality football courses teaching level can promote the development and promotion of campus football. The football course of Chizhou University has been open for a long time, so it needs reform and innovation under the new situation. In this paper, literature data method and questionnaire survey are combined to investigate the football teaching status of Chizhou University, obtain students' satisfaction with the course, and provide reference for the next course reform. On this basis, we put forward some suggestions, such as step by step, happy football, substituting test for match, cooperating with local sports venues, etc., to improve our school conditions and teaching level.

## **1. Introduction**

Football is the world's first sport with a wide range of hobby groups and its ranking in our country is second only to Ping-Pong [1]. In recent years, the national soccer team (including men's soccer, women's soccer, national youth soccer, national Olympics, etc.) has made slow progress in competitive level in international competitions, which has led to the disappointment and dissatisfaction of the majority of fans on Chinese soccer [2]. In order to help Chinese football get out of the predicament, the country has set up the football work leading group, which means that the development of Chinese football has been elevated to the level of national strategy, and the football system reform has begun the prologue [3]. As we all know, the development of high-level football players is a long-term process. The development and improvement of Chinese football sports need a large number of youth reserve talents with a high quality and a high level. The opening and development of campus football has increased the number of youth football reserve talents. Meanwhile, football learning can broaden their horizons and improve their physical and mental health [4]. The cultivation of youth football talents determines the development level of a country's football. In order to further strengthen the management and construction of campus football teams, the State General Administration of Sport and the Ministry of Education jointly launched the "Youth Football Activities" in 2009, and jointly issued the "Opinions on Strengthening National Youth Football Work" and other related policies in 2013. The campus football activities continue to push

to a new climax, and the campus football sports around the booming, has become a prairie fire.

Although campus sports have been carried out in many schools, relevant departments have not specifically proposed football training programs, and there is no unified football training norms and standards in football teaching. Currently, the specialization of campus football is in urgent need of improvement [5]. Colleges and universities are important bases for training high-level football coaches. After graduation, except for a few students majoring in football, most of them enter local primary and secondary schools or football training bases to engage in football teaching [6], so it is of great significance to improve the teaching level of football courses in colleges and universities. Taking Chizhou University as an example, this paper analyzes the current situation of college football courses and puts forward some improvement measures.

## 2. Research Object and Method

This paper adopts the research method of literature [7] and questionnaire [8] to study the teaching status of football major in Chizhou University. On this basis, Microsoft Excel data processing software is used to carry out mathematical statistical analysis of the original data and draw the corresponding conclusions.

The survey objects are mainly students who have taken football courses in Physical Education College of Chizhou University. 148 students majoring in social sports guidance and management and leisure sports in Grade 2020 are selected this time. The questionnaire mainly investigates students' satisfaction with football courses in terms of class hours, semesters, course content, assessment and evaluation. A total of 148 questionnaires were distributed, of which 90 were distributed by the major of social sports guidance and management, 85 were collected with a recovery rate of 94.4%, and 80 were effective with an effective rate of 94.1%. Leisure sports major sent out 58 questionnaires, 57 questionnaires were recovered, the recovery rate was 98.3%, 53 questionnaires were effective, effective rate was 93%. The Table 1 shows the distribution of questionnaires:

Table 1: List of questionnaires issued and returned

Major	Issue a questionnaire	Recall questionnaire	Valid questionnaire	Recovery rate	Effective rate
social sports guidance and management	90	85	80	94.4%	94.1%
leisure sports	58	57	53	98.3%	93.0%
total	148	142	133	96.0%	93.7%

## 3. Research Results

### 3.1 Setting of Credit hours

At present, the total number of class hours of Social Sports Guidance and management major and leisure sports major football courses in Chizhou University is 50 class hours, 2 class hours per week. Among them, theoretical teaching is 6 hours, practical teaching is 44 hours. Assessment course 2 credit hours, not included in the total credit hours. The Table 2 shows the schedule of class hours:

Table 2: List of school hours set

Major	Weekly school hours	Theoretical hours	Practical hours	Examination hours
social sports guidance and management	2	6	44	2
leisure sports	2	6	44	2

As shown in Table 3, among students majoring in social sports guidance and management, 67 students, accounting for 83.8%, think that the total hours are too short, ranking the first. 13 people thought the total time was reasonable, accounting for 16.3%, ranking the second; The number of people who thought the total time was too much was 0 percent (0%), ranking third. Among the students majoring in leisure sports, 42 people, accounting for 79.2%, thought that the total time was too little, ranking the first. 9 people thought the total time was reasonable, accounting for 17%, ranking the second; 2 people (3.8%) thought the total time was too much, ranking third. It can be seen that the students of both majors think that the total class hours of football are too little, and the college should properly consider increasing the number of class hours of football when formulating the talent training program.

Table 3: Student satisfaction with the hours set

Major	Attitude	Frequency	Percentage	Ranking
social sports guidance and management	The total time is too short	67	83.8%	1
	Total time rationality	13	16.3%	2
	Total excess time	0	0%	3
leisure sports	The total time is too short	42	79.2%	1
	Total time rationality	9	17.0%	2
	Total excess time	2	3.8%	3

### 3.2 Students' Expectation of Theoretical and Practical Class Hours

Table 4: Students' expectation of the ratio of academic hours to practical hours

Major	The ratio of theoretical and practical courses	Frequency	Percentage
social sports guidance and management	1:8	23	28.8%
	1:9	36	45.0%
	1:10	19	23.8%
	other	2	2.5%
leisure sports	1:8	18	34.0%
	1:9	23	43.4%
	1:10	12	22.6%
	other	0	0%

The Table 4 shows the survey results of students' expectation on the ratio of academic hours to practical hours. According to the survey, among the students majoring in social sports guidance and management, there were 23 students, accounting for 28.8%, who think the ratio of theoretical courses to practical courses is 1:8. 36 students, accounting for 45%, thought that the ratio of theoretical courses to practical courses was 1:9; There were 19 students, accounting for 23.8%, who thought that the ratio of theoretical courses to practical courses was 1:10. 2 people, accounting for 2.5%, thought that the proportion of theoretical and practical courses was "other". Among the students majoring in leisure sports, there were 18 students, accounting for 34%, who think that the

ratio of theoretical courses to practical courses is 1:8. There were 23 students, accounting for 43.4%, who thought that the ratio of theoretical courses to practical courses was 1:9; There were 12 students, accounting for 22.6%, who thought that the ratio of theoretical courses to practical courses was 1:10. There were 0 students, accounting for 0%, who thought that the proportion of theoretical courses and practical courses was "other". According to the survey results, the students of both majors hope to increase the proportion of practical class hours. They both believe that the ratio of theoretical class to practical class hours is more appropriate at 1:9. Therefore, the college should appropriately increase the practical class hours when formulating the talent training program.

### 3.3 Semester Settings

At present, the two 2020 professional football courses of Chizhou University Physical Education School are scheduled to start in the first semester of grade four. As can be seen from Table 5: Among the students majoring in social sports guidance and management, 37 students, accounting for 46.3%, thought that the courses were opened in the freshman year. There were 30 students, accounting for 37.6%, who opened the school in the sophomore year. There were 13 students, accounting for 16.3%; There were 0 people in the senior year, accounting for 0%. Among the students majoring in leisure sports, there were 7 students, accounting for 13.2%, who think that the courses are opened in the freshman year. 37 people, 69.8%, thought that it was opened in the sophomore year. There were 9 students in junior year, accounting for 17%; There were 0 people in the senior year, accounting for 0%.

To sum up, both students of the two majors believe that the football course is set up too late. The senior year is when students are practicing and applying for jobs, so it is suggested that the football course should be completed during the freshman and sophomore years.

### 3.4 Setting of Teaching Content

#### 3.4.1 Theoretical Course Content Setting

Table 5: A survey of students' expectations of the football semester schedule

Major	Grade	Term	Frequency	Percentage	
social sports guidance and management	Freshman year	1	5	6.3%	
		2	32	40.0%	
	Sophomore year	1	17	21.3%	
		2	13	16.3%	
	Junior year	1	8	10%	
		2	5	6.3%	
	Senior year	1	0	0%	
		2	0	0%	
	leisure sports	Freshman year	1	2	3.8%
			2	5	9.4%
Sophomore year		1	21	39.6%	
		2	16	30.2%	
Junior year		1	6	11.3%	
		2	3	5.7%	
Senior year		1	0	0%	
		2	0	0%	

The football theory course of Chizhou University includes five modules: overview of football

sport, football skills and tactics, football training and football team management. The proportion of students' expectation of theoretical course content is shown in Figure 1. According to the survey, the top four contents that students think should be included in the theory course are football overview, football technology, football training and football tactical analysis, accounting for 87%, 95.3%, 92.7% and 89.4% of the total, respectively. This may be because students have a strong desire and enthusiasm to learn football after learning football. I want to learn football skills urgently, through certain training, the use of corresponding tactics, and finally achieve the goal of football matches. The next two are team management and others, accounting for 14.5% and 8.3% of the total, respectively. This may be because students feel that team management is far away from them and feel that this part is boring.

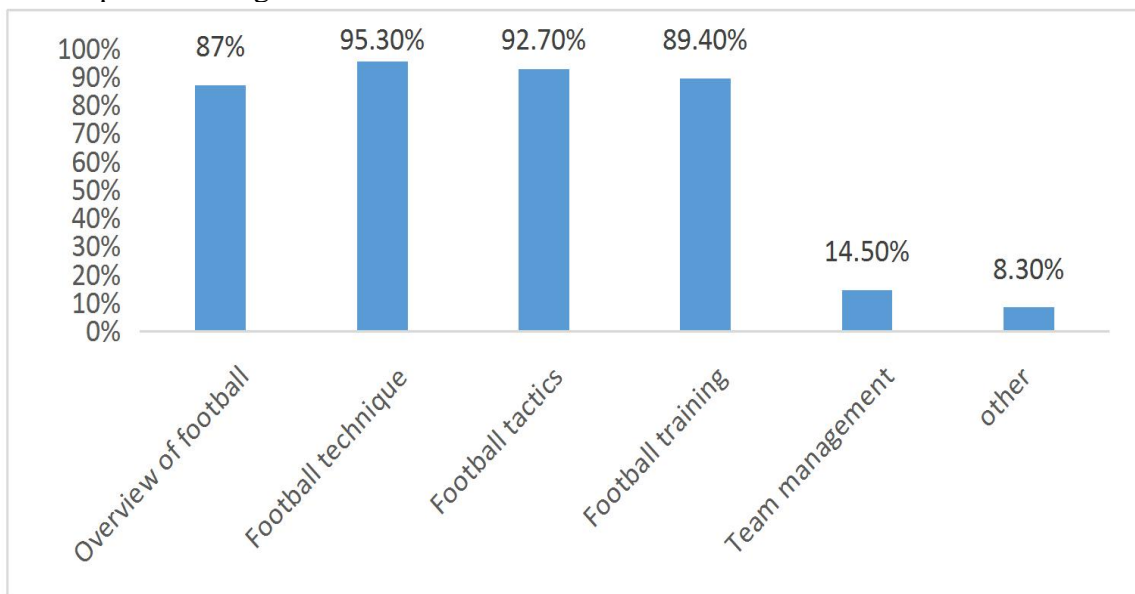


Figure 1: Proportion of students' expected content setting of theoretical courses

### 3.4.2 Setting of Practical Course Content

The football practice courses of Chizhou University include five modules: basic football skills, general and special physical fitness exercises, basic football tactics coordination exercises, practice and competition, and performance assessment. The proportion of students' expectation of practical course content is shown in Figure 2. The survey shows that students have the highest expectation on football skills. This part of learning is conducive to field practice and can improve their competitive level in the short term. Students have the lowest demand for courses such as physical fitness exercises and refereeing, which can enable students to acquire more comprehensive knowledge and improve the overall quality of football.

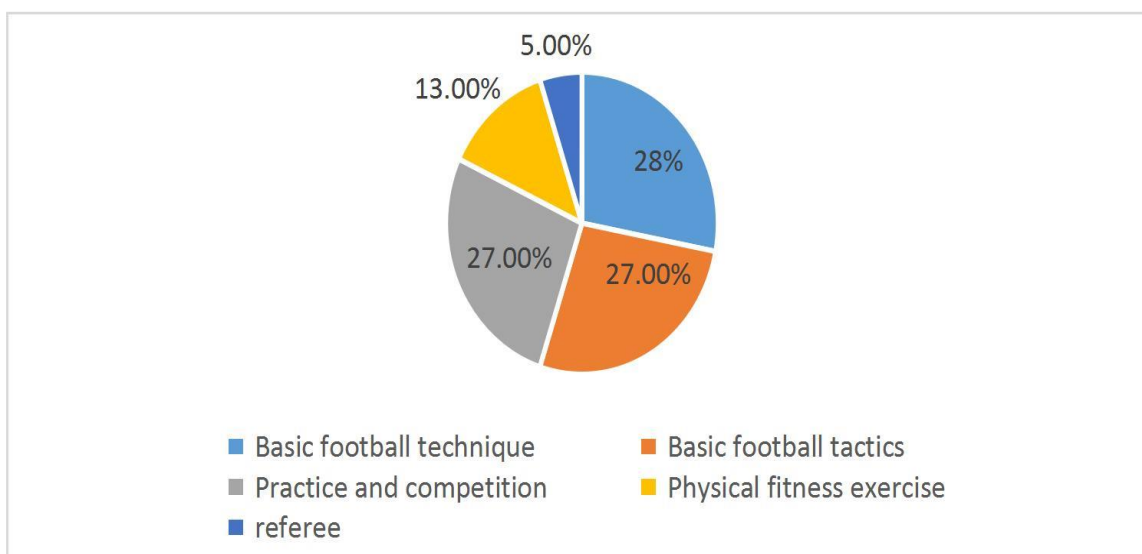


Figure 2: Proportion of students' expected practical course content setting

### 3.4.3 Assessment and Evaluation

Any course has the evaluation mechanism, the correct and reasonable evaluation mechanism is conducive to mobilize the enthusiasm of students to learn football, edutainment. At present, the assessment consists of two parts: the usual score and the final score, accounting for 50%. Among them, ordinary grades including classroom performance (including attendance) accounted for 15%, in-class practice 20%, homework 15%; The final grade consists of three parts: football theory test (15%), football skill test (20%) and teamwork ability (15%).

As can be seen from Table 6, among the students majoring in social sports guidance and management, there were 3 students who are "unsatisfied" with the assessment and evaluation mechanism, accounting for 3.8%. 12 people, accounting for 15%, were "generally satisfied" with the evaluation mechanism; 53 people, accounting for 66.3%, were satisfied with the evaluation mechanism. 12 people, accounting for 15%, were "very satisfied" with the evaluation mechanism. Among the students of leisure sports major, there were 2 students, accounting for 3.8%, who are not satisfied with the evaluation mechanism. 11 people, accounting for 20.8%, were generally satisfied with the evaluation mechanism. 33 people, accounting for 62.3%, were satisfied with the evaluation mechanism. 7 people, accounting for 13.2%, were "very satisfied" with the evaluation mechanism. The survey shows that the vast majority of students think that this physical education course evaluation mechanism is reasonable.

Table 6: Students' satisfaction with the curriculum assessment and evaluation mechanism

Major	Satisfaction degree	frequency	percentage
social sports guidance and management	Not satisfied	3	3.8%
	General satisfaction	12	15.0%
	Be satisfied	53	66.3%
	Very satisfied	12	15.0%
leisure sports	Not satisfied	2	3.8%
	General satisfaction	11	20.8%
	Be satisfied	33	62.3%
	Very satisfied	7	13.2%

## 4. Suggestions

Football is a highly technical technology, and the curriculum setting of college football should follow the scientific method [9]. The traditional mode of football teaching can not adapt to the development of football in campus. The football curriculum in colleges and universities should also improve the basic concepts, improve the teaching practice of football curriculum, and improve the level of football teaching through innovation[10]. Campus football training is different from competitive sports, we should adhere to the principle of "health first", according to the students' physical level scientific training, improve the physical quality and football skills. Football is a highly practical sport. Football teaching should follow the principle of combining comprehensiveness with practicality. The football teaching system helps students master rich theoretical knowledge of football and improve their football skills through a large number of practical activities. The improvement of football skills and professionalism is a gradual process, which should follow the principle of stage and repeatability, and should not be rushed to success. The introduction of "happy football" mode into physical education can break the boring teaching mode in traditional football training, and the relaxed and pleasant training atmosphere can cultivate students' interest in football. We can try to organize more college, university and municipal football competitions by "taking part in competitions". This method coexists with the existing assessment mechanism, so that some students with sports expertise can pass the corresponding course assessment by participating in football competitions. At present, due to limited funds, the football training conditions of Chizhou University need to be improved. The responsible leaders and professional teachers of the school should actively respond to the higher authorities, hoping to increase the investment of funds to improve the conditions of football hardware. At the same time, we can also improve training conditions through local stadium management.

## 5. Conclusion

Our country has the biggest scale of football fans in the world, but the national football level is always low. In view of this situation, all walks of life in China are trying to promote the development of football, and the ultimate goal is to focus on campus football. In the background of campus football, this paper analyzes the development of Chizhou University football course, through the investigation to get the students' expectations of the course. It provides important reference significance for the reform of professional football teaching in Sports College of Chizhou University in the next stage. Through the investigation, it is found that the students of our two majors are very enthusiastic about football. The teachers of football majors should actively guide them, fully mobilize their enthusiasm, and improve their football competitive level and comprehensive quality. Meanwhile, based on the results of the analysis, we put forward corresponding suggestions, hoping to solve the many problems existing in football teaching development, so as to improve the comprehensive sports level of Chizhou University, as well as provide a reference for the football development of other areas and other universities, so as to reserve a large number of talents for the development of our campus football and actively promote the development of our football.

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