

Research on the Application of Sports Education Mode in the Level of Three Football Class Teaching

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Abstract: Under the mode of sports education, the teaching mode of football "sports season" is adopted, using the literature and data method, questionnaire adjustment method, experimental method, mathematical statistics method, and logical analysis method. This paper compares the students' physical quality, mental health, learning attitude, interest in and satisfaction with football courses, awareness of football, mastery of football technology, participation in football after class, and objectively analyzes the teaching effect of football courses under the mode of physical education. The teaching experiment found that the students' physical quality, mental health, interest and satisfaction of football, classroom activity and participation, cognitive level, self-training ability, and basic skills of the students in the development of the physical and mental quality.

Keywords: Sports Education Mode, Football "Sports Season", Level 3 Students

1. Introduction

Through experimental research we can intuitively show the positive changes and shortcomings of the teaching effect of football teaching, to encourage the majority of primary school physical educators in the use of excellent education modes, teaching methods, to take a dialectical attitude, avoid mechanically copying, everything from the actual, to make the teaching mode theory more perfect, more practical.

In the study, taking the introduction of the football classroom as an example, leads the sports education mode from theory to practice, explores the influence of sports education mode on the curriculum objectives, analyzes the changes of the students' physical quality, football skills, sports participation, sports cognition, psychological quality and other aspects, provides reference for the promotion of sports education mode in primary school football teaching; and provides a reference for the diversity of physical education teaching methods in primary school.

2. Research Objects and Methods

2.1. Study Subjects

Taking the research on the application of sports education mode in level three football teaching as the research object, four boys in the four classes of grade 5 of Hexi Central Primary School are taken as the teaching experimental class and the control class.

2.2. Research Methods

This study mainly uses the questionnaire survey method, experimental method, mathematical statistics method, logical analysis method, and uses the teaching form of football "sports season" to analyze the students' physical quality, mental health, learning attitudes, interest and satisfaction in the football classes.

3. Study Results and Analysis

3.1. Application Results and Analysis of Sports Education Mode in Level 3 Football Class Teaching

(1) Comparative analysis of the physical quality of the students in the experimental class and the control class

The improvement of students' physical fitness is an important goal of sports. In this study, three items of students' physical fitness tests (speed, endurance, and flexibility) are taken as the indicators of physical fitness tests.

Table 1: Comparison of physical fitness between the experimental class and the control class after the experiment (N1=55, N2=58).

| Test item | Experimental class (x) | Control class (X) | T price | P price |
|-----------------------------------|------------------------|-------------------|---------|---------|
| 50 m Run (s) | 8"93 | 9"07 | -1.876 | P<0.05 |
| 508 Round-trip Run (m/s) | 1'47" | 1'51" | -3.427 | P<0.05 |
| Sitting body forward flexion (cm) | 11.3 | 9.2 | -2.306 | P<0.05 |

T-test analysis of the experimental indicators of the experimental class and control class students (as shown in Table 1) found that the scores of 50 meters fast running, 508 forward running, and forward bending were significantly different ($P<0.05$), indicating that the speed and endurance quality of the students in the experimental class were significantly better than that of the control class. The reasons are analyzed in the following analysis.

1) The teaching form of football "sports season" increases the intensity of students' sports. After the pre-season preparation stage, the students in the experimental class practice football in the form of competition for a long time. The intensity and amount of exercise are much greater than the conventional teaching [1]. In addition, the problem of after-class participation will be mentioned in the study. The sports education mode enhances the number of students' after-class participation and makes the exercise opportunity and the intensity of students in the experimental class are much higher than that of regular teaching students. It is reasonable that their physical quality is clearly improved.

2) Many students with poor sports foundations participate in the teaching form of football "sports season", and the average level of the class has been effectively improved. However, in routine teaching, students with poor foundations have poor enthusiasm to participate, can only participate in classroom teaching practice, and have fewer opportunities to appear in actual combat.

(2) Comparative analysis of the mental health situation of the students in the experimental classes and the control classes before and after the experiment

In quality education, the psychological quality of primary school students is given the same status of physical quality. In the physical education and health standards, students' mental health education is also an important part of physical education teaching.

Table 2: Comparison of the mental health of the students in the experimental class and the control class after the experiment (N1=55, N2=58).

| | Experimental class (X) | Control class (X) | T price | P price |
|------------------------|------------------------|-------------------|---------|---------|
| Somatization | 1.42 | 1.47 | 0.871 | P>0.05 |
| Bigoted | 1.36 | 1.52 | 2.301 | P<0.05 |
| Enforce | 1.61 | 1.80 | 2.512 | P>0.05 |
| Interpersonal relation | 1.26 | 1.67 | 4.145 | P<0.01 |
| Hostile | 1.66 | 1.65 | 0.311 | P>0.05 |
| Depressed | 1.32 | 1.41 | 2.141 | P<0.05 |
| Anxious | 1.33 | 1.46 | 2.312 | P<0.05 |
| Terrifying | 1.45 | 1.51 | 1.020 | P>0.05 |
| Psychiatric sex | 1.37 | 1.41 | 0.681 | P>0.05 |

According to the T-test analysis (Table 2), after the experiment, the mental health of students in the experimental class was better than that of students in the control class. Mainly in paranoia, interpersonal relationship, depression, anxiety, $P<0.05$; no other factors had significant changes ($P>0.05$), the reasons were analyzed as follows.

The large teaching unit of the football "sports season" creates more competition and increases the opportunities for students to accept their training [2]. Teaching experiments found that teamwork exists

in football class, each league team experiences joy in victory, taste, sadness in failure, peer mutual encouragement inspired each student's morale, even fail not dejected, team through observation, discussion [3], reflection between the correct positioning for themselves, determine the direction of improvement.

In addition, the sports education mode enables students with poor football foundation to improve their confidence and self-esteem, which makes such students not blocked from football by the sports ability and football foundation [4], but also avoids the "labeling" effect easily caused by different teaching, so that teachers can pay attention to such students more naturally [5].

(3) Comparative analysis of the emotional attitudes of students in the experimental class and control class after the experiment

Cognition, emotion, and behavior constitute the learning attitudes, as analyzed in this summary.

Emotional attitude to learning is a part of the learning attitude. The emotional attitude of learning is the students' lasting behavior, image, and inner reaction, which is divided into positive or inactive, and can be expressed through emotion, attention state and will [6]. According to the psychological theory of emotion, interest and emotion have a mutually reinforcing relationship, the stronger the interest, the deeper the emotion, the more positive the learning attitude, the more invested in learning, and the higher the learning efficiency.

Table 3: Comparison of the emotional attitudes of the students in the experimental class and the control class after the experiment (N1=55, N2=58).

| Classes and grades in school | X bachelor S | T price | P price |
|------------------------------|--------------|---------|---------|
| Experimental class | 28.6 x 3.5 | 2.282 | P<0.05 |
| Control class | 24.3 x 6.5 | | |

According to the data in Table 3, after the experiment, the students in the experimental class and the control class were significantly different (P<0.05), and the former learning emotional attitude was significantly more positive than the latter.

In summary, there are three reasons: 1. Through the football "sports season", the students in the experimental class play different roles in the whole season. Various roles ensure that all students, especially those with poor sports foundation, can participate and make the students in the experimental class have deeper and stronger feelings for learning.

1) In the whole teaching experiment, the teaching form of football "sports season" helps students experience the teaching process in the real field environment, deepen the emotional experience and interaction, and make students feel the charm of football from the outside to the inside.

2) The conventional teaching students are still in a state of passive learning, paying more attention to the football skills, so only football ability foundation good students obtained a good experience, and other student participation clearly insufficient, the average level of student emotional experience natural reduced, from the control class test average variance of 6.6 greater than the experimental class 3. points can illustrate this problem [7].

(4) Comparative analysis of the interest and satisfaction of the students in the experimental class and the control class before and after the experiment.

Table 4: Comparison of students' interest in football classes before and after the experiment (N1=55, N2=58).

| Classes and grades in school | Pre-experiment (X-S) | Post-experiment (X-S) | T price | P price |
|------------------------------|----------------------|-----------------------|---------|---------|
| Experimental class | 90.4 x 5.3 | 97.4 x 5.3 | -3.397 | P<0.01 |
| Control class | 89.8 x 6.5 | 92.8 x 6.5 | -2.785 | P<0.01 |

Table 5: Comparison of the students in the experimental class and the control class after the experiment (N1=55, N2=58).

| Classes and grades in school | X bachelor S | T price | P price |
|------------------------------|--------------|---------|---------|
| Experimental class | 97.4 x 5.3 | 2.132 | P<0.05 |
| Control class | 92.8 x 6.5 | | |

According to the data in Table 4, after the experiment, the students in the experimental class and the control class showed their interest in football, and both showed very significant differences (P <0.01).

Therefore, the attraction of football itself for the students of level 3. Through teaching, let the students constantly familiar with football, constantly improve the basic skills of football, and help students to improve their interest in football itself.

According to the data in Table 5, it can be seen that after the experiment, the students in the experimental class and the control class are significantly interested in the football class ($P < 0.05$), which indicates that the football teaching under the sports education mode has a deeper influence on the students' interest in the football class.

Table 6: Comparison of students' satisfaction with football between experimental class and control class after experiment (N1=55, N2=58).

| Classes and grades in school | X bachelor S | T price | P price |
|------------------------------|--------------|---------|----------|
| Experimental class | 45.2 x 1.7 | 3.010 | P < 0.01 |
| Control class | 40.3 x 5.8 | | |

According to the data in Table 6, the scores of students in the experimental class and the control class are very different ($P < 0.01$), and the satisfaction of students in the experimental class was more obvious than that of the control class.

After class, the communication with the students showed that most of the students in the experimental class are satisfied with football because of the novel teaching mode of sports education mode. After the end of the "pre-season stage", the students of the experimental class will completely become the main body of the teaching organization.

In the traditional physical education class, the students with outstanding performance are always with strong sports ability. For the "sports underachiever", they are marginalized, making it difficult for their participation, initiative, and enthusiasm to be stimulated, and the attention under different teachings can even bring the effect of "labeling" [8]. However, the sports education mode also follows the concept of different teaching, but there are no above problems. The diversification of teaching students' "roles" allows students with weak football skills to choose from various roles such as "referee", "commentator" and "recorder", which is also a kind of participation in football. The sports education model allows almost all students to participate in the form of ownership, which is why it makes football lessons more attractive and satisfying.

(5) Comparative analysis of football sports cognition of students in the experimental class and control class after the experiment

Table 7: Comparison of the cognition situation of football class between the students in the experimental class and the control class after the experiment (N1=55, N2=58).

| Classes and grades in school | X bachelor S | T price | P price |
|------------------------------|--------------|---------|----------|
| Experimental class | 47.1 x 4.6 | 3.221 | P < 0.01 |
| Control class | 41.9 x 6.2 | | |

According to the data in Table 7, it can be seen that after the experiment, the cognitive cognition of the experimental class and the control class was significantly different ($P < 0.01$), and the cognitive level of the former was higher than that of the latter.

In the control class teaching, teachers teach students football-related knowledge in an emphasized way, students are in a state of passive learning. In order to adapt to the responsibilities of the experimental class, students, for example, the referee must be familiar with the football rules, and the coaching staff must be familiar with the tactical arrangements, so that the students can take the initiative to learn relevant knowledge. In addition, the promotion of students' interest in football in the previous article is also the key to improve their learning initiative.

(6) After the experiment, the students of the experimental class and the control class were compared and analyzed

In the horizontal three-legged teaching, the most intuitive way to check students' mastery of the basic skills of football is to assess the basic skills of football. The experimental assessment content includes three aspects: passing on the inside of the foot, dribbling, and shooting from the instep.

According to the data in Table 8, we can see that in the three basic football technology tests, the average score of the experimental class is significantly higher than that of the control class. $P < 0.01$ indicates that the test scores of the three groups were significant and statistically significant.

The two differences show that, under the sports education mode, in the teaching situation of football,

the basic technology of football is effectively improved due to the improvement of learning participation, learning enthusiasm and learning interest [9].

Table 8: Comparison of the football basic technical assessment results of the experimental class and the control class (N1=55, N2=58).

| Classes and grades in school | Foot et pass (X S) | Driball (X S) | Backhead shot (X S) |
|------------------------------|--------------------|---------------|---------------------|
| Experimental class | 62.3 x 5.8 | 68.6±6.1 | 52.2±10.3 |
| Control class | 46.5±18.6 | 52.4±12.9 | 34.4±22.4 |
| T price | 3.688 | 4.142 | 3.168 |
| P | P <0.01 | P <0.01 | P <0.01 |

Secondly, the sports education mode has a more detailed division of classroom procedures, and each group of students has a very detailed understanding of this program, so they can constantly adjust their learning progress, which makes the students in the experimental group more efficient.

Finally, students' psychological changes are also crucial. With the encouragement of sports education mode, students' self-esteem becomes stronger, and independent consciousness occupies more and more students' thoughts and confident expressions are written on each student's face [10]. They are more aggressive and more strict on themselves.

(7) Comparative analysis of after-class participation between experimental class and control class

After-class participation is also a part of the learning attitude. Students' after-class participation in football is an important feature of sports education mode and an important part of participating in sports. Sometimes it is more important than classroom participation and is the premise of developing physical exercise habits [11-12].

Table 9: Comparison of football sports participation of students in the experimental class and the control class after the experiment (N1=55, N2=58).

| Classes and grades in school | X bachelor S | T price | P price |
|------------------------------|--------------|---------|---------|
| Experimental class | 24.8 x 4.9 | 2.932 | P <0.01 |
| Control class | 22.3 x 6.3 | | |

According to the data in Table 9, after the experiment, the course participation of students in the experimental class and the control class showed a significant difference (P <0.01), indicating that the enthusiasm of students in the sports education mode is generally improved. It shows that the learning attitude of the students in the experimental class leads to their enthusiasm in the participation behavior after class.

4. Conclusions

Under the mode of sports education, students' physical quality, mental health, interest and satisfaction with football classes, classroom activities and participation, cognitive level, self-training ability, and basic skills can effectively promote the diversification of participation in football, not pay attention to the improvement of football skills, and effectively improve the development of students' physical and mental quality.

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