

# Research on the Application of Video Feedback Teaching Method in Football Teaching

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## Abstract

By using the methods of literature, observation and expert interview, the paper studies the application of video feedback method in football teaching, and finds that video feedback has the characteristics of intuitiveness and interaction, which is conducive to stimulating students' interest in football, accelerating the mastery of football technical movements and improving students' autonomous learning ability. At the same time, it is found that it is overemphasized, occupies too much classroom time, and lacks sustainability. In order to better use the video feedback method in football teaching, it is suggested to combine the video feedback method with the traditional teaching method and make reasonable use of it.

## Keywords

Video feedback; Football teaching; Technical learning.

## 1. Introduction

At present, although the development of Chinese campus football has made certain achievements, the football teaching form is single, the teaching effect is not obvious, the emergence of video feedback teaching method to meet the needs of students' self-expression, get rid of the boring classroom atmosphere, fully mobilize the enthusiasm of students. Video feedback teaching method refers to a teaching method that uses the equipment with camera function to obtain feedback information and uses the feedback information to guide students' learning. In the teaching process, we can use the camera equipment to film the process of students learning football technical movements and tactical play, through the analysis of video content, to guide students to learn the technical movements, at the same time, students can compare the correct technical movements to constantly correct their own technical movements, so as to achieve the purpose of mastering the technical movements and improving the teaching methods. This paper mainly discusses the function and existing problems of video feedback teaching method in football teaching, and puts forward some suggestions to improve video feedback teaching method.

## 2. Literature Review

### 2.1. Application of video feedback method in physical education teaching

Video feedback teaching method is a form of feedback teaching method, which belongs to the category of additional feedback in motor skills. In teaching, video equipment is used to record teaching contents by video. Students can find problems in time through video playback, have a more intuitive understanding of their actions, and achieve the purpose of self-correction. A teaching method that improves the level of students' technical movements. Yin Huahe pointed out in his article "Research on the Application Effect of 'Video Feedback Teaching Method' in the General Course Teaching of Public Sports Table Tennis in normal Universities" that "video

feedback teaching method can make full use of limited teaching resources to mobilize students' learning enthusiasm, and is of certain help in cultivating students' motor skills and the formation of motor representation". [1]

It is helpful to enhance students' interest in learning, thereby improving their academic performance and learning atmosphere, and stimulating students' learning initiative and confidence. Huang Zhifeng pointed out in his article "Experimental Research on the Teaching Effect of College Sports Tennis Elective Course Based on Video Feedback Teaching Method" that "video feedback teaching method can better enable students to actively think, analyze and improve themselves in the learning process, so as to improve students' ability of observation, analysis and error correction. [2]

Zhang Shenglong pointed out in Research on the Role of Video Feedback Teaching Method in Basketball Teaching and Training that "long-term use of video feedback teaching method in basketball teaching and training can effectively improve the special basis of basketball players, and has a very positive significance for coaches' post-diagnosis analysis of training and formulation of relevant evaluation indicators". [3]

Shang Guanghao pointed out in his article "The Application of Video Feedback Teaching Method in Public Sports Basketball Elective Courses in Colleges and Universities -- A Case Study of Shenyang University" : "At present, video feedback method is widely used in professional sports teams, which is helpful for athletes to achieve excellent performance. If it is used in college basketball teaching, students can have a more intuitive impression of their technical movements and deepen their memory. It has a good effect on dealing with the details of movements, and is an effective means to mobilize the enthusiasm of students." [4]

Fu Ting pointed out in the article "Experimental Research on Video Feedback Teaching Method in the Technical Teaching of Volleyball General Course in Physical Education Colleges" : "Video feedback teaching method is helpful to fully mobilize students' autonomy and enthusiasm in participating in volleyball sports, conducive to students to develop good habits of volleyball exercise, and has important practical significance for improving the teaching efficiency of volleyball courses in physical education colleges". [5]

Jiang Yanjun pointed out in the article "Application of Video Feedback Teaching Method in Sports Dance Teaching of Sports Major" that "Video feedback teaching method not only has personalized interaction function, but also can activate the classroom atmosphere. Video appreciation, group and individual display links deepen students' understanding of sports dance, improve the enthusiasm of students to learn sports dance. Students' dance performance has been improved, but also deepen the understanding of beauty, better enhance the students' aesthetic ability and artistic quality." [6]

## 2.2. Application of video feedback method in other disciplines

In addition to the conventional teaching model of demonstration - practice - explanation, comment - summary - reflection after class, Li Luohong et al. added video feedback tasks in the clinical nursing probation teaching for nursing undergraduates, requiring students to record their own operation videos with mobile phones during the operation, watch them twice or three times after the internship, and take notes carefully. After two months of teaching experiment, the researchers found that the test scores of oral care and subcutaneous injection skills of the trainees in the experimental class were higher than those in the control class using the conventional teaching method. 70% of the subjects thought that their interest in learning and language communication ability had been improved. [7] The experimental results show that the application of mobile phone video feedback can help trainees standardize operational behaviors and strengthen memory, so as to effectively improve the internship effect.

Wang Rui, Zhang Yaxuan, Han Shao-cheng in the Application of Feedback Control Method in the Teaching of "Higher Mathematics" It is pointed out that the application of feedback control

method in higher mathematics teaching can enhance the communication and interaction between teachers and students stimulate students' learning enthusiasm, and cultivate students' ability of independent learning and creative thinking.[8]

Gan Ting used multimedia video feedback teaching method to conduct a one-year teaching experiment on 78 practice nurses. The experimental results show that the observation group is better than the control class in teaching quality and nursing students' satisfaction. Video feedback technology is not limited by time and space. Compared with conventional teaching, it has the advantages of repetition, extensive content and readiness. The application of video feedback teaching method can effectively improve the theoretical performance and practical operation skills of nursing students, and cultivate their autonomous learning ability. [9]

In her book *Research on the Use of Feedback Teaching Method in High School Ideological and Political Courses*, Chen Yalan pointed out that in current high school political teaching, teachers and students lack feedback and effective communication before, during and after class, feedback is fragmented and teachers lack feedback to colleagues, which leads to the lack of completeness and lag of feedback and affects the feedback effect. It is necessary to perfect the feedback system structure and construct the feedback system of all senior high school ideological and political courses. We must skillfully use feedback skills and implementation principles to construct high school ideological and political class efficient model.[10]

Zhang Ting pointed out in the *Empirical Research on the Application of Man-machine Feedback in High School English Writing Teaching* that man-machine feedback increases students' chances of multi-manuscript writing, which enables them to revise spontaneously and promote rewriting and rewriting, thus realizing procedural writing and multi-manuscript writing and greatly improving students' initiative in learning writing.[11]

In conclusion, video feedback teaching method has been widely applied in sports teaching, medicine, mathematics, English and other fields, and has significantly improved students' interest, grades and error correction ability. However, it is not much involved in the optional courses of college sports football. This paper adopts the research on the application of video feedback teaching method in football teaching, which is helpful to promote the quality of college sports teaching and thus promote the development of college sports teaching.

### **3. Research Objects and Methods**

#### **3.1. Research object**

In this paper, Hunan Institute of Science and Technology college sports football option course students for analysis and research.

#### **3.2. Research methods**

##### **3.2.1. Documentation method**

Through CNKI database and Global Academic Express, periodicals, newspapers and books related to the research of this paper were collected by using "video feedback teaching method" and "football teaching" as keywords to provide theoretical support for the writing of this paper.

##### **3.2.2. Observation method**

By observing the behavior, attitude and emotion of students and other mobile phone records, this paper observes, analyzes and compiles the video feedback teaching method of football option course in Hunan Institute of Science and Technology.

##### **3.2.3. Expert interview method**

Experts in football, basketball, volleyball and culture courses of Physical Education College of Hunan University of Science and Technology were interviewed by way of interview and telephone consultation for the unclear and doubtful problems in the research phenomena. After

the interview, summarize the interview content in time to provide a reliable theoretical basis for this study.

## **4. Features of Video Feedback Teaching Method**

### **4.1. Intuitiveness**

Video feedback teaching is intuitive. In the process of football teaching, we use camera equipment to record students' learning process, and then through visual, auditory and other multi-sensory stimulation, the recorded content is directly presented to students. Students can intuitively analyze their problems in skill learning through video playback, so as to speed up the mastery of motor skills. Teachers can have a clearer understanding of students' learning through video playback, so as to give more effective guidance.

### **4.2. Interactivity**

Video feedback teaching is interactive. Traditional football teaching is mainly carried out in the form of explanation demonstration, scattered practice and collective error correction. In this teaching process, the dominant position of teachers is emphasized, and the teaching of teachers is emphasized, while the main position of students is ignored. Video feedback teaching adds two steps of watching videos and communicating between teachers and students to the traditional teaching form. This strengthens the emotional communication between teachers and students, creates a good classroom atmosphere, is conducive to the common completion of curriculum objectives between teachers and students, and stimulates students' learning initiative.

## **5. The Role of Video Feedback in Football Teaching**

The emergence of video feedback has changed the traditional football teaching methods, enriched the means of football teaching, and improved the quality of football teaching. To be specific, the use of video feedback in football teaching can stimulate students' interest in football, is conducive to the mastery of football technical movements, and improve students' autonomous learning ability.

### **5.1. Stimulate students' interest in football**

The application of video feedback method in football teaching can get rid of the boring classroom atmosphere in traditional teaching and stimulate students' interest in football. Students use camera equipment to shoot their own technical movements, which will strengthen communication and exchange between students. At the same time, students can appreciate their own learning results and carry out independent and active learning in different degrees according to their own learning foundation, practical skill level and way of thinking. In a relaxed, happy and harmonious learning environment, students will be more active in discussion, communicate more with other students, and their learning style will gradually change to open learning.[12]Adopting the video feedback method in football teaching not only increases the opportunities for communication between students, but also increases the communication between teachers and students. In teaching practice, teachers create a happy, relaxed and active learning environment for students, and mobilize the enthusiasm of students in learning. Students' love and initiative for football directly determine the learning effect. By increasing the communication between students, teachers and students, video feedback method creates a good classroom atmosphere, so as to stimulate students' strong interest in learning.

## 5.2. It is conducive to mastering the technical movements of football

In football teaching practice, the video feedback method can get timely information feedback. Teachers can analyze the teaching content, teaching means and students' participation through the feedback information, so as to continuously optimize the teaching design. In addition, the use of video feedback method can help teachers to understand the students in an all-round way, according to the students' football basis. Teachers set teaching objectives according to the actual situation of themselves and students and do a good job in teaching practice. In addition to macro control, teachers should also pay attention to micro control, obtain feedback information through exercises, questions, discussions, etc., guide and help all students, and provide solutions in line with students' characteristics based on their actual situation. In the teaching process, students can constantly compare whether there is any difference between their actual learning situation and their preset learning purpose, think about the reasons for the difference and find out the solutions, achieve self-feedback and adjustment, and encourage students to carry out different levels of learning in the same teaching process on the basis of their different levels. [13] By optimizing the teaching design and selecting the corresponding practice methods according to the actual situation of students, the goal of accelerating the learning and mastering of technical movements and optimizing technical movements can be achieved.

## 6. Problems in the Application of Video Feedback in Football Teaching

Although the application of video feedback method in football teaching can stimulate students' interest in learning and promote the study and mastery of football skills, many problems are gradually exposed in the application, such as: over-emphasis on video feedback method, excessive occupation of class time, lack of sustainability, etc.

### 6.1. Over-emphasis on video feedback method

In football teaching practice, some teachers think that using video feedback method can help students understand and master technical movements well, so as to ignore the traditional teaching explanation, demonstration and practice, and ignore students' feelings and experience in continuous practice. In teaching practice, we blindly emphasize video feedback and use video feedback everywhere. Such excessive emphasis on video feedback greatly violates the law of teaching.

### 6.2. Excessive occupation of class time

Football skills and movement skills to learn and master. Generally divided into three stages: one is the generalization stage, the second is the differentiation stage, the third is the stereotyping stage. Generally speaking, the generalization stage requires students to understand the characteristics and training methods of football, and then through a lot of practice, they can better understand and consolidate the technical moves. [14] If you pay too much attention to video feedback at this stage, it will inevitably occupy the practice time in class and fail to achieve the training effect. In addition, video feedback is used in every stage. If video feedback is used in teaching practice, students will put too much energy into the recording process, which will lead to too long consumption time and seriously hinder the teaching progress.

### 6.3. Lack of sustainability

The video feedback method is introduced into football teaching, and the students show great enthusiasm for it at the beginning of application. However, as video feedback method requires shooting and repeated review and analysis, it will inevitably occupy students' spare time, which will lead to the gradual decline of students' enthusiasm for this teaching method. The feedback

process is often formalistic, and some passive and perfunctory measures are adopted to deal with it, which brings a deviation to teachers' evaluation of the effect of teaching mode. In addition, due to the limited classroom time and the large amount of time required by video feedback method, irreconcilable conflicts and contradictions occurred between them. Therefore, the use of video feedback in teaching practice is not sustainable.

## 7. Suggestions to Optimize the Application of Video Feedback Method in Football Teaching

### 7.1. Combine with traditional football teaching

The traditional football teaching should be the main part and the video feedback should be the auxiliary part. The combination of the two should work together on the football teaching practice and promote the improvement of the quality of football teaching. In teaching practice, the generalization stage of technical movement learning should adopt the traditional way of teachers' explanation and demonstration and students' repeated practice. When encountering complicated and tedious technical movements, video feedback method can be used for retrospective analysis to achieve the effect of promoting the mastery of technical movements.

### 7.2. Reasonable use of video feedback method

In teaching practice, video feedback method should be reasonably used in a specific link, rather than throughout the classroom. In this way, students can avoid repeated shooting, review caused by boredom, thus reducing the enthusiasm and enthusiasm of learning. At the same time, it can also avoid the phenomenon of consuming too much time to shoot videos in class, relieve the contradiction between video shooting and time consuming, and facilitate the sustainable development of video feedback method.

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