

Articulation Strategies for Teaching Football in Primary and Secondary Schools under the Perspective of Disciplinary Core Literacy

Liang Wu

College of Physical Education and Health, Zhaoqing University, Zhaoqing, Guangdong 526061, China

Abstract

Taking the Compulsory Education Physical Education and Health Curriculum Standards promulgated in 2022 as an important basis, the articulation strategy of teaching soccer in primary and secondary schools was studied. It is believed that the core physical education literacy has a guiding and regulating effect on the content of primary and secondary school soccer teaching, and the articulation of school segments requires teachers to have systematic thinking in the process of primary and secondary school soccer teaching, and also provides new ideas for the improvement of the quality of primary and secondary school soccer teaching. On the basis of clarifying the current situation of primary and secondary school soccer teaching, the articulation strategy of primary and secondary school soccer teaching is specifically described in four aspects: concept, organization, method and breakthrough point.

Keywords

Primary and secondary school soccer teaching; Physical education core literacy; Semester articulation.

1. Introduction

As the world's number one sport, soccer has wide influence and appeal, and also has special educational value. In March 2015, the General Office of the State Council of the People's Government of China issued the Overall Program for the Reform and Development of Soccer in China, which explicitly proposed to promote the reform and development of campus soccer, and in July of the same year, six ministries and commissions, such as the Ministry of Education of China, promulgated the Implementing Opinions on Accelerating the Development of Campus Soccer for Young People, which puts the insistence on In July of the same year, six ministries and commissions, including the Ministry of Education, issued the Opinions on the Implementation of Accelerating the Development of Youth Campus Soccer, which included adhering to the principles of moral education and improving the popularization of campus soccer at the top of the list of key tasks [1], and explicitly pointed out that the Ministry of Education would take the lead in carrying out and promoting the development of campus soccer and set soccer as a mandatory physical education course for primary and middle schools, fully affirming the fundamental status of campus soccer and the importance of the development of campus soccer. In April 2022, the Ministry of Education released the "Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)" (hereinafter referred to as the "New Physical Education Curriculum Standards"), which explicitly put forward to adhere to the curriculum concepts of "moral education" and "health first", and to develop the core qualities of students' physical education. At the same time, it is pointed out that it is necessary to strengthen the articulation of school segments, rationally arrange the contents of different school segments according to the cognitive, emotional, social and other aspects of the

development of students from elementary school to junior high school, reflecting the continuity of the learning objectives and progression, and to understand the characteristics of students at the senior high school stage and the characteristics of the subject, so as to prepare students for further study [3]. Based on this for all students in primary and secondary schools school soccer teaching overall thinking has a certain theoretical and practical value.

2. Discipline Core Literacy and The Articulation of School Segments

2.1. Physical education core literacy

2022 new curriculum standards, each discipline in the implementation of the "moral education" fundamental task of the premise, according to the nature and characteristics of the discipline have put forward their own core literacy. Therefore, the core qualities of a discipline are to a certain extent a significant difference between one discipline and another, and have a guiding significance in the implementation of the curriculum and teaching process of the discipline. The New Physical Education Standard points out that the core literacy to be cultivated in physical education and health courses mainly refers to the correct values, necessary character and key abilities that students gradually form through the learning of physical education and health courses, including athletic ability, healthy behavior and sports ethics [4]. The core literacy of physical education is the distillation and condensation of the curriculum objectives, reflecting the fundamental requirements of the physical education and health curriculum, and is an important basis for physical education teaching and evaluation, which is determined by the nature of the curriculum. The core literacy and its connotation to be cultivated in the physical education and health curriculum of compulsory education and general high school are the same, which also side by side reflects the unity and scientificity of the curriculum in terms of setting. Sports programs are the main means to achieve the goals of sports and the main basis for shaping the core qualities of sports. Different sports programs have different contributions and focuses to the cultivation of sports core literacy.

Specifically for soccer, based on the basic connotation of core literacy in sports and combining with the own characteristics of the soccer program, the New Standard for Physical Education puts forward detailed and specific requirements in five aspects: technical and tactical use, physical fitness, display or competition, rules and refereeing methods, and viewing and evaluation, and the requirements of each level are centered on core literacy and progressive. For example, at the level of technical and tactical application, Level 1 requires "applying the basic movements and simple combinations of movements learned in soccer games", while Level 2 requires "learning and experiencing the basic movements and simple combinations of movements in passing, catching, dribbling, shooting and other soccer games". "..... These requirements are detailed and specific, and the corresponding implementation methods are provided in the teaching suggestions. Although the core qualities of physical education have an overarching and guiding role, they are also specific and can be refined. Among them, sports ability is the foundation and overall of developing healthy behaviors and cultivating sports ethics, and special sports skills are the main content of sports ability. Therefore, primary and secondary school soccer teaching design and implementation of soccer teaching process should grasp this "bull nose", reasonable arrangement of teaching content, methods and evaluation.

2.2. Articulation of School Levels for Physical Education Instruction

The specific objectives and requirements of core literacy at each level are specified in detail, and have a strong systematic nature on the whole, and each sports program is supposed to have cumulative benefits in the process of continuous learning. However, there are three serious problems that have always existed in the field of school sports in China, namely, the physical health level of students is still worrying, the majority of students have not mastered a single

motor skill after 12 years of physical education classes, and students do not like physical education classes and thus do not like physical exercise [5]. The causes of these problems are multifaceted, but the lack of vertical connection or even low-level repetitive teaching of physical education between various semesters, school years, levels, and sections cannot be ignored. As early as 2016, the General Office of the State Council in the Opinions on Strengthening School Sports to Promote the Comprehensive Development of Students' Physical and Mental Health clearly pointed out that in the process of deepening the teaching reform, school sports should continue to improve the physical education curriculum, and establish a system of articulation of physical education courses for universities, middle schools and elementary school [6]. The new standard for physical education is specifically put forward the issue of the articulation of the teaching content of the school.

The articulation of physical education content is a multilevel system, including horizontal articulation centered on content, covering teaching means and methods, teaching evaluation, and teaching purposes, as well as vertical articulation between Level 1 and Level 2, and between different sections of elementary school, junior high school and even senior high school. Based on the detailed provisions on horizontal articulation at the content level of the core qualities of physical education, the New Physical Education Curriculum specifically puts forward the requirements on the articulation of school segments. It not only reflects the requirements of unity and continuity of teaching content, but also puts forward the requirements of progressivity and completeness. Take the technical and tactical use of soccer as an example, level two focuses on combination movements, level three increased "simple tactical cooperation", level four "flexible use of various technologies and related offensive and defensive tactics" and even to the high school level "mastery of soccer basic techniques, combination of techniques and tactics, and the principles and rules of soccer, and apply them in a variety of forms of soccer games and utilize them in various forms of soccer games". This expression of the content requirements of soccer teaching is the development and embodiment of the core literacy of sports, and at the same time, there is a very obvious progression and hierarchy between different levels and school segments in the vertical direction. To emphasize the articulation of school segments is to emphasize this vertical level of distinction and continuity, neither simple repetition nor leapfrog development. In terms of soccer teaching methods, according to the purpose and content of teaching, different school segments and levels can be used to mobilize students to learn, but the level three of the competition norms are relatively low, more inclined to be a simple upgrade of the level two game, but the level four has more stringent requirements. As elementary school to junior high school is a leap, and even an overall change in the learning environment and conditions, the articulation of teaching and learning at the level of school segments is more demanding, more difficult, and more profoundly affects the teaching of soccer.

3. The Situation of Soccer Teaching in Primary and Secondary Schools

3.1. Primary and secondary school soccer teaching contingent situation

The new standard of physical education based on the sports core qualities of soccer teaching in detail, but also depicts the primary and secondary school soccer teaching should have the situation. First of all, the teaching object should be all students. Unlike the special schools for soccer, the teaching tasks and objectives of the New Physical Education Standards for soccer and other sports are for all students in the compulsory education stage. Through systematic learning, all students should be able to realize the ability of "enjoying fun, strengthening physical fitness, improving personality and refining will" through soccer. Secondly, the teaching content will not be simply repeated. The General High School Physical Education and Health Curriculum Standard (2017 Edition) clearly points out that: the improvement of the level of

motor skills is a spiral long-term learning and practicing process, not only need to learn, but also need to be practiced over and over again, and each module should focus on certain content and methods, but it does not mean that the previous content and methods will no longer be taught and learned [7]. Although the same "soccer back inside pass", after the basic practice in elementary school, the middle school should be based on this technique to carry out a combination of technical exercises, and the high school stage focuses on the use of the technique in the game to strengthen or interpretation. The teaching context and requirements of the same basic technical movements in different school years have changed, but all of them are aimed at cultivating students' core physical education literacy. Again, the classroom teaching effect is considerable. Through systematic learning to master the knowledge of soccer-related techniques and games, many students should be able to appreciate the fun of soccer, can often participate in making it a part of their lives, and there is no lack of soccer reserves with the appropriate foundation and potential in this group.

3.2. The actual situation of soccer teaching in primary and secondary schools

The current research on the teaching situation of primary and secondary school soccer is based on regional research, and there are also a few national studies [8]. Combining the existing research results and field visits, corresponding to the above standards, it can be seen that although the overall school soccer is good, due to the weak foundation, lack of teachers, insufficient space and other reasons, there are still many problems. First of all, the base of school soccer participation is relatively small. As a large province in terms of population and sports, the Guangdong Province 2021 Governor's Cup Campus Soccer League had 125 teams from 96 schools with 3,572 participants in the college division, and 68 teams totaling more than 1,200 participants in the high school and vocational divisions. Although the tournament continued to advance during the epidemic, this number is still insufficient compared to the large number of student groups. Secondly, there are big regional differences in school soccer. In Guangdong, as a frontier of reform and opening up, it is not uncommon that many towns and villages still lack full-time physical education teachers, or that a school does not have a single full-time physical education teacher. Even in areas with a better foundation, school soccer has been vigorously developed in recent years, and many urban primary and secondary schools still lack football-specific physical education teachers. Physical education teachers, especially those specializing in soccer, are the key to the normal development of school soccer in accordance with the New Physical Education Standards, and to a certain extent determine the effectiveness of school soccer. Again, the teaching effect is not obvious. Campus soccer culture is still insufficient, insufficient protection of venues and equipment and other phenomena are more common, highlighting the fact that many schools to the game as the center, but the work is only limited to the team to select some of the students to participate in the game, and should be the basis of the competition of the soccer classroom teaching and extracurricular activities are seriously lagging behind.

4. Primary and Secondary School Soccer Teaching Articulation Strategy

4.1. Concept: Understanding and implementing the new curriculum standard

School sports administrators, implementers and researchers should accurately understand the concept of the new standards to lay a theoretical and ideological foundation for the articulation of soccer teaching in primary and secondary schools. First, understand "health first". To deeply understand the "health first" guiding ideology must be throughout the whole process of physical education teaching, soccer teaching is also the same. To enhance the physical fitness of students, the intensity of the intensity should be scientific and reasonable, can not stick to the "happy principle". Secondly. Focus on the "core elements". Every soccer teaching should be aimed at sports ability, health behavior, sports morality three levels, around these three levels of

refinement of the teaching objectives, clear teaching methods. Once again, "specialized sports skills" is the key. Courage, solidarity, hard work and other sports virtues in soccer must be based on the mastery of basic special sports skills and effective participation in soccer. In accordance with the requirements of "teaching, practicing and playing", we should design and carry out the teaching from the aspects of basic knowledge and basic skills, technical and tactical application, physical fitness, display or competition, rules and refereeing methods, viewing and evaluation. It is necessary to grasp and focus on the whole, and each level, each school year, each semester and each class can form a system by making teaching plans according to the New Physical Education Standards and the actual situation of teaching.

4.2. Organization: regional synergy inter-school cooperation

After the concept is clear, the concrete implementation must be guaranteed by the organization. The articulation of primary and secondary school soccer teaching includes both the articulation between school levels and the articulation between different schools and school segments, and the articulation of school segments requires more factors to be considered and coordinated, and a systematic concept must be set up to truly realize it. Due to regional differences, the popularization and development of school soccer and the basic conditions are also different. In strengthening the articulation of school soccer teaching, a corresponding organization should be set up, which can rely on the education administrative departments or teacher development centers at the city or district level. Based on the New Physical Education Standard and the current situation of school soccer in the region, a unified soccer teaching program for primary and secondary schools should be formulated. Clearly define the content objectives of soccer teaching at the level 2, level 3, level 4 and high school levels and their progressive relationship with each other, teaching means and methods and even the specific number of hours of soccer teaching.

For the lack of the above conditions, according to the local policy of primary to junior high school and the division of the district, into primary, junior high school and senior high school brother schools, to achieve a small range of soccer teaching section articulation. For the problem of lack of soccer teachers and obvious inter-school differences, horizontal ties and exchanges should be strengthened, taking the form of collective lesson preparation, class competitions, demonstration classes and other exchanges within the school or the region, and focusing on advantageous strengths to concentrate on attacking and widely sharing. Gradually form school soccer characteristics that meet both the requirements of the new curriculum and the current situation of regional school soccer development. In the process of unification, schools are also allowed to achieve differentiated development in extracurricular soccer, and schools with the conditions to organize and participate in soccer competitions at all levels, creating a campus soccer atmosphere and an environment for teaching soccer in primary and secondary schools to catch up with those who are more advanced than those who are less advanced.

4.3. Methods: Hierarchical and gradual progression

Throughout the "health first" guiding ideology, to cultivate students' core physical education qualities, the key is to continuously improve the quality of classroom teaching, and the key to determining the quality of classroom teaching also lies in the physical education teachers. The conceptual understanding of the new standards and the establishment of a corresponding team to ensure the orderly development of soccer teaching are only the foundation, and the scientific and effective teaching of physical education teachers in each soccer class is the key factor to ensure the continuous improvement of the core qualities of physical education and the orderly linkage of soccer teaching. If in the concept, organization level are emphasized "whole and system", in the teacher soccer teaching level is more emphasis on "hierarchical". Teachers in the completion of soccer teaching tasks, to strictly implement the teaching plan, not only to strive

to complete the established soccer teaching goals, but also not according to their own preferences or student interest in lagging behind or beyond the scheduled teaching progress.

Because soccer teaching is for all students, students may be uneven, in the process there may be the same teaching content, for some students is too simple for another part of the students is too difficult situation. In this case, it is necessary to make use of extracurricular physical exercise and "home sports homework" to make adjustments in accordance with the requirements of the new standard, so as to achieve the established curriculum objectives from the perspective of the surface. For students with soccer talent and soccer foundation, the classroom teaching content and difficulty obviously can not meet their learning needs, play the role of student demonstration in the classroom, extracurricular through the improvement of the class so that they have to show their talents on the stage can also form a positive campus soccer culture.

4.4. Breakthrough: optimizing evaluation for the long term

General Secretary Xi Jinping said that "soccer should start from childhood" and at the same time believed that it would take some time to achieve results, fully reflecting the vision and pragmatism of politicians. The effective integration of school soccer really depends on the optimization of the evaluation of students and teachers' soccer teaching. The new standard for physical education clearly explains the "evaluation of the quality of physical education and health studies", while adhering to the traditional learning evaluation, emphasized that "the quality of academic achievement is the performance of students to complete a certain level of learning", not only recognizes that students in the development process has It recognizes that there are individual differences in the development process of students, and also pays more attention to the overall evaluation of a longer period of time.

Emphasizing the articulation of soccer teaching in primary and secondary schools, it is necessary to adjust and optimize the existing teaching evaluation standards and place more emphasis on the process evaluation of soccer teaching. Because according to the systematic teaching thinking, different school segments, different levels of soccer teaching focus and purpose are not the same, if still clinging to the summative evaluation, only look at the students' game results, it is difficult to assess the effectiveness of the teaching of level two, level three. However, as an initiation stage, soccer teaching at this stage has a fundamental role again. To fully mobilize teachers and students to strengthen the foundation, we should establish a realistic evaluation index system for primary and secondary school soccer teaching segments. The teaching effectiveness of different school segments and different levels of soccer teachers are scientifically evaluated and recognized accordingly, and have the same competitive advantage in promotion and awards. Only in this way can the soccer teachers establish the systematic concept of "success does not have to be in me, success must have me", and promote the efficient articulation of soccer teaching in primary and secondary schools and at different levels.

5. Summary

Youth school soccer is the reserve force and hope of China's soccer, the new standards for physical education put forward by the core qualities of physical education and strengthen the articulation of physical education teaching, for the promotion of China's high-quality development of school soccer provides a new way of thinking and perspectives. As an important part of school physical education teaching, primary and secondary school soccer teaching should be oriented to all students and offer the possibility of expanding the pool of soccer reserve talents. The core qualities of sports provide guidance and basis for primary and secondary school soccer teaching, and the teaching of soccer special skills should take the New

Physical Education Standard as the guideline, establish a systematic concept, and strengthen the articulation of school segments and even levels of primary and secondary school soccer teaching in terms of concepts, organization, methods, and evaluations, so that we can achieve the overall benefits and cultivate high-level reserve talents for Chinese soccer.

Acknowledgments

Funded by: Guangdong Provincial Youth Campus Football and Students' Physical Fitness Improvement Special Project "Research on the Articulation of Teaching Football in Primary and Secondary Schools under the Perspective of Disciplinary Core" (22SXZPT48).

References

- [1] Li Bin. The core mechanism, practice trap and dissipation strategy of school soccer governance in China[J]. Hubei Sports Science and Technology,2023,42(7):648-653.
- [2] SONG Qi, WANG Diane. Research on the articulation problem of campus soccer in universities and primary schools--Taking Tianjin as an example[J]. Sports Research and Education,2015,30(4):67-70.
- [3] Ministry of Education of the People's Republic of China. Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition) [S] Beijing: Beijing Normal University Press, 2022:107.
- [4] Ji Liu. Interpretation of China's Physical Education and Health Curriculum Standards for Compulsory Education (2022 Edition)[J]. Sports Science, 2022,42(5):3-17.
- [5] Ji Liu. The new version of the curriculum standard of compulsory education:constructing the physical education and health curriculum system with core literacy as the outline[J]. Journal of Shanghai Institute of Physical Education,2022,46(6):1-9.
- [6] Ma Leilei. The Concept of Articulation of Integrated Physical Education Curriculum under the Perspective of Disciplinary Core Literacy--Taking Campus Soccer in Compulsory Education Stage as an Example[J]. Journal of Nanjing Institute of Physical Education,2020,19(9):67-72.
- [7] Ji Liu. Interpretation of China's Physical Education and Health Curriculum Standards for General High Schools (2017 Edition)[J]. Sports Science,2018,38(2):3-18.
- [8] Li Zhitao. Analysis of the current situation of campus soccer development in primary and secondary schools and research on development countermeasures[J]. Journal of Hubei Economic College (Humanities and Social Sciences Edition),2018,15(10):157-160.