

# Principles and Methods of Game Teaching in Children's Football Curriculum

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**Abstract:** In the popularization and promotion of campus football, football games are of great significance in cultivating children's interest in football, enriching football teaching content and methods, and activating the atmosphere of football classrooms. Offering football game courses has become one of the main forms of school football activities for children, and further exploration of game teaching principles and methods. In the teaching of children's football games, it is necessary to create football games that are suitable for children's participation, create a lively and interesting teaching environment, and meet the various needs of students, such as entertainment needs, football needs, social needs, experience needs, safety needs, and needs to be understood and recognized.

**Keywords:** Football Games; Games; Teaching Principles; Teaching Methods

## 1. Principles of Game Teaching in Children's Football Curriculum

The smooth implementation of children's football course game teaching and the achievement of good teaching results cannot be separated from the implementation of a series of basic teaching principles and the execution of relevant requirements. The specific teaching principles are as follows.

### (1) Daily principle

The principle of daily life refers to football games appearing in appropriate forms, especially closely related to children's daily life and learning. Football game activities should not only develop various physical fitness, but also be related to children's basic cognition, which can facilitate children's repeated practice after class, achieving the goal of consolidation and improvement.

### (2) Principle of moderation

The principle of moderation refers to the conscious control of game time, intensity, and

density during football game activities. Due to the immaturity of children's physical and mental development, their bones and muscles are still in the developmental stage, and their cognitive abilities are limited, it is necessary to implement the principle of moderation when choosing football games. Therefore, in the implementation process of game teaching, specific attention should be paid to the following points. [1-3]

Reasonably adjust the load and rhythm

From the perspective of children's cognitive abilities, it is appropriate to choose football games with appropriate difficulty. Generally speaking, the first half of a game can be arranged with content that has a certain cognitive difficulty, such as new or more difficult actions, while the second half can be arranged with content that is less difficult or has a review nature. [4-6]

Scientifically arrange game time

In the process of organizing children's football game teaching, teachers should make reasonable use of game time. During the implementation stage of the game, teachers should observe children's performance and end the game in a timely manner.

Prepare well before class

Football games are often played outdoors, which requires teachers to have a prior understanding of the weather conditions and ensure the completeness of the venue and corresponding facilities. These all require teachers to make sufficient preparations before class.

### (3) Interest principle

When organizing children to participate in football games, special attention should be paid to their interest expression. Generally speaking, children are curious about the outside world and willing to explore novel things. Interest is their greatest motivation. Only by teaching football games based on children's interests and hobbies can they fully mobilize their enthusiasm and initiative, learn

quickly, and remember firmly.

#### (4) Principle of starting from reality

The principle of starting from reality refers to the fact that teachers should flexibly arrange games that are most beneficial to children's development according to the actual situation when organizing game teaching, because only children can participate in order to achieve the best teaching effect and truly benefit children.

#### (5) Principle of differentiation

The principle of differentiation refers to the need for teachers to fully consider the individual differences of children in the process of teaching football games. Because there are differences in the development speed and level of children among different individuals, some cognitive abilities develop earlier, while others develop later; Some have well-developed language expression abilities, while others are relatively slow; Some have good physical development, while others have slowed individual development.

#### (6) The principle of comprehensive development

The principle of comprehensive development refers to the purposeful and targeted design of games in football course game teaching, based on the physical development of children, targeting the physiological functions of their various parts and organ systems, various physical qualities and basic activity abilities, with the aim of providing children with comprehensive physical exercise and development. Specifically, implementing the teaching principle of comprehensive development should pay attention to the following two points.

(1) Try to choose games that allow children to fully engage in physical activity, or arrange games that specifically develop a certain physical fitness in a targeted and gradual manner based on the requirements of football for participants.

(2) To stimulate children's interest in various games. Encourage children to actively participate in games and be able to independently design simple football games, promoting the development of children's mental and innovative abilities.

## 2. Teaching Methods for Children's Football Course Games

In children's football course game teaching, in order to achieve good teaching results,

scientific and effective teaching methods are essential. Teachers should combine various practical situations and the needs of serving teaching objectives in game teaching to adopt teaching methods reasonably.

Below is a specific analysis of the teaching methods suitable for use in children's football course game teaching.

#### (1) Explanatory method

Explanatory approach refers to the use of various language that is in line with children's cognitive and receptive abilities by teachers to explain football games, enabling children to understand and remember the actions, essentials, methods, and requirements of the game. With the guidance of teachers, children can successfully complete the game. When using the method of explanation to teach football games, attention should be paid to the following points.

(1) Choose concise, vivid, and vivid language for explanation.

(2) Teachers should pay attention to changes in intonation, rhythm, facial expressions, and gestures when explaining, in order to stimulate children's imagination and interest.

(3) The explanation should be inspiring and can be appropriately combined with questioning methods to inspire children to actively think and answer.

#### 2) Model Law

Demonstration method refers to the accurate demonstration of game methods and processes by teachers, allowing children to have an intuitive and vivid understanding and mastery of games. When using demonstration method, teachers should pay attention to the following points.

(1) Each demonstration should have a clear and specific purpose. Considering the receptive ability of children, it is best for teachers to have only one purpose for each demonstration action, and to demonstrate it by slowing down the speed so that children can clearly see the process and key points of the action, making it easier for them to grasp and remember.

(2) Choose the correct demonstration surface. Common demonstrations include mirror demonstrations, side demonstrations, and back demonstrations. When demonstrating, teachers should choose the demonstration surface reasonably based on the convenient observation angle of the movements.

**(3) Practice method**

After the teacher explains and demonstrates, children should be encouraged to imitate and practice. Under the guidance of teachers, children practice various football game movements through imitation and active thinking. When using the practice method, attention should be paid to the following points:

(1) Teachers should promptly prevent and correct children's incorrect movements, either by providing reminders before the game or by observing children's movements during the game, pointing out errors, analyzing the causes of errors, and providing targeted guidance and assistance.

(2) Following the principle of gradual progress, arrange exercise and rest time reasonably, so that children can fully immerse themselves in football games.

(3) Adopting various forms of football games to enhance children's interest and enthusiasm in practice, thereby improving the effectiveness of practice.

**(4) Game Creation Method**

The creation and application of football games are the most significant characteristics of teaching methods in children's football game courses. Children's football games are different from general sports games. They integrate games with football teaching, highlighting the subjectivity of children's learning and the comprehensiveness of their development. They need to be implemented with effective intervention from teachers. In the application and implementation of football games, the entire process cannot be separated from effective intervention from teachers.

**(5) Situational creation method**

Situational teaching method refers to the teaching method in which teachers purposefully introduce or create vivid and emotional specific scenes during the teaching process, causing students to experience their attitudes, thereby helping students understand the textbook and promoting the development of their psychological functions.

**(6) Heuristic teaching method**

In traditional football teaching, the teaching methods adopted by teachers have strong directive power. The teaching method mainly commands students to execute certain regulations, and teachers have absolute control in the classroom. This seriously limits the subjectivity, initiative, and personality of

students, and is not conducive to mobilizing their learning enthusiasm, which is detrimental to their long-term development.

**(7) Cooperative teaching method**

In the implementation of football game course teaching, not only should heuristically teaching methods be used to cultivate children's initiative and thinking ability, but cooperative teaching methods should also be adopted to cultivate children's team spirit, cooperation ability, and social adaptability.

**(8) Layered teaching method**

In the teaching process of children's football games, teachers should pay attention to the hierarchical teaching of football knowledge and skills, that is, the game is the table, theoretical knowledge is the inside, and the combination of the table and the inside, so as to enrich the teaching level. Children have limited comprehension abilities and need to integrate knowledge and reasoning into games and activities for teaching.

**9) Multimedia teaching method**

In contemporary society, multimedia teaching methods have permeated various fields of education, including preschool children and primary and secondary education. It is necessary to adopt multimedia teaching for children who are interested in multimedia technology.

**3. Summary**

The teaching of children's football game courses requires the guidance of scientific theories. This chapter focuses on researching this, including the general theory of children's football course teaching, the happy teaching mode and game teaching mode of children's football courses, the principles and methods, organization and management of children's football course game teaching, and guidance for children's football game creation.

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