Research on the Collaborative Cultivation of Football Teaching Talent by Higher Education and Basic Education

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Abstract: Taking the cultivation of football teaching talent as the starting point, this paper attempts to analyze core issues such as the current training model for physical education majors in higher education, the construction of university football curriculum systems, and university football teaching models. Combining teaching experience and practical outcomes, it proposes improvement measures jointly led by higher education and basic education. These measures focus on themes including the football curriculum system, football teaching models and content, and football teaching talent cultivation models. the aim is to enhance the quality of football teaching talent cultivation and assist in advancing the reform of higher education teaching.

Keywords: Higher Education; Basic Education; Collaborative Cultivation; Football Teaching Talent

1. Introduction

At the 2024 National Education Conference, General Secretary Xi made an important directive: "We must adhere to taking high-quality development as the lifeline of education at all levels and types, and accelerate the building of a high-quality education system. " This directive explicitly requires us to "grasp the foundation, grasp the leading force, and grasp integration" [1], by integrating various resources to comprehensively consolidate the solid front for building a strong education nation.

Against this backdrop, the collaborative development of higher education and basic education has become an urgent issue requiring attention. Both sides should actively establish close connections to jointly analyze pressing problems. For instance, the shortage of campus football teachers [2] necessitates focused research on core issues such as the training model for physical education majors in universities, the construction of university football curriculum systems, and university football teaching models. This research aims to help students overcome the practical difficulties of "slow career selection and difficult employment. "

Based on practical teaching experience and data accumulated through field visits and surveys, this paper draws on concepts of higher education teaching reform to conduct research on the collaborative cultivation of football teaching talent by higher education and basic education. the author aims to clarify existing confusions, explore their root causes, and provide targeted, actionable measures and methods for the reform of university teaching, thereby contributing to the promotion of high-quality development in higher education.

2. Realistic Problems in Football Talent Cultivation

In recent years, Chinese football and campus football have flourished. the Ministry of Education has paid close attention to the development of campus football and actively promoted the construction of the teaching workforce. However, there remains a gap in meeting this demand [3]. As enrollment numbers in various universities increase year by year, the base for football talent cultivation is expanding, and the output of football physical education teachers continues to rise, steadily supplying football teachers into the basic education system. Nevertheless, numerous realistic problems still need resolution during the cultivation process.

3. Problems in the University Football Curriculum System

The curriculum plan for university physical education majors includes two football courses: "Football General Course" and "Football Specialization Course". There are overlaps and deviations between these two courses in terms of course objective setting, syllabus design, and

class hour distribution. Comparing the two syllabi reveals a lack of a progressive, distinct logical system in course objectives, making it difficult to reflect uniqueness and focus. Objectives are often vaguely stated as "cultivating students' abilities in football teaching, training, competition, refereeing, and research, " failing to demonstrate differentiated positioning between the courses. For some majors, such as Physical Education, the "Football General Course" serves as a prerequisite for the "Football Specialization Course, " intended to lay a foundation for the latter. In reality, the "Football General Course" has only 68 class hours (18 theoretical, 50 technical), which is insufficient given the extensive syllabus, leading to shallow teaching depth and superficial acquisition of knowledge and skills by students. Furthermore, the course objectives for the "Football Specialization Course" in both Physical Education and Sports Training majors are to cultivate talents with excellent comprehensive football expertise. However, the Physical Education major allocates only 306 class hours for this course, completed over three semesters, while the Sports Training major allocates 748 class hours over six semesters, showing a significant disparity. It is evident that the current football curriculum system suffers from structural contradictions: the weak foundation of the general course and the poor allocation of class hours for the specialization course result in insufficient accumulation of specialized expertise and an imbalance in professional training depth.

4. Problems in University Football Classroom Teaching

Today, the football world is rapidly evolving, yet university football course materials update slowly. Edition changes often revolve around international competition data and national team achievements, failing to establish an effective connection mechanism with cutting-edge international research in areas such as movement technique deconstruction, tactical synergy models, sports psychology intervention, and social functions. In class, teaching methods mostly follow traditional models, centered on teacher-led instruction. Within this framework, teachers typically dominate the classroom, systematically imparting football theory and technical skills, while students often remain passive recipients of information. Through simple "demonstration, explanation, practice" routines, they hone ball skills but erode learning interest and solidify exam-oriented thinking. the Ministry of Education explicitly requires campus football to achieve "teaching (learning), diligent practice, and regular competition" [3]. In actual teaching, due to considerations like environmental conditions, safety concerns, and student willingness, "regular competition" often becomes "frequently no competition. " Students lack match experience and real-scenario exposure, leading to a chain reaction where the "application" of techniques remains in non-opposed situations, the "flexibility" of tactics exists only in discussion, and the "perseverance" of character is illusory. This disconnect between non-opposed teaching output and traditional assessment standards essentially perpetuates an exam-oriented education paradigm. It is well-known that football is based on mastering proficient techniques, so the emphasis on technique in course content is understandable. However, many teachers overly focus on the commonly visible "passing, receiving, dribbling, shooting, " neglecting other techniques under different classifications, such as tackling, challenging (ball-oriented defensive techniques), and marking, covering, filling in (off-the-ball defensive techniques). This neglect affects students' match performance and, moreover, impacts learning outcomes in other dimensions, even deviating significantly from the talent cultivation plan and syllabus design.

5. Problems in University Football Course Assessment

In the conventional football course assessment system, evaluation primarily consists of formative assessment and summative assessment, with teachers as the sole evaluators. Specifically, formative assessment includes attendance, class performance, and assignments, accounting for 40% of the total grade. Summative assessment is determined through theoretical and technical exams, accounting for 60%. For the "Football General Course, " most students lack professional football training and match experience, possess low specialized skill levels, and have a superficial understanding of football. the course focuses on understanding the overview of football and mastering basic techniques and tactics. Therefore, this grade distribution and assessment method are relatively reasonable. However, for the "Football

Specialization Course, " due to its longer duration, greater number of class hours, and higher specialization, factors such as individual differences, career development needs, and social adaptability increasingly impact learning outcomes. Thus, formative and summative assessments cannot employ uniform standards. the monotonous "old three" (attendance, class performance, assignments) formative assessment model struggles to objectively evaluate students who show significant progress over stages. For example, a student with weak football fundamentals may practice diligently in class but fail to meet standard requirements initially. After a period of study, their fundamentals show substantial improvement compared to the previous stage. In such cases, the lack of evaluation indicators focusing on attitude development leaves teachers in a dilemma, unable to balance the student's stage progress with substandard class performance. Similarly, summative assessments focused primarily on technical skill tests may fail to fairly judge students with outstanding refereeing abilities, while evaluation schemes for football teaching and training guidance abilities are scarce.

6. Problems in the Cultivation Model for Football Specialization Students

The State Council and the Ministry of Education have successively proposed educational mechanisms such as "industry-education integration" and "collaborative education, " aiming to organically link the education chain and talent chain with the industry chain and innovation chain. This encourages employers to actively participate in various aspects of school education and teaching, including professional planning, textbook development, instructional design, curriculum setting, internships, and practical training, thereby cultivating high-quality talents for society. However, the current cultivation of football talents in university physical education majors mostly relies on teaching systems independently constructed by universities. It primarily follows course syllabi based on theoretical and technical teaching, overlooking the roles that associations, enterprises, the market, and other diverse entities should play in talent cultivation. Survey results show that most universities, institutions, and associations fail to integrate their respective advantageous resources for cultivating physical education talents. There is a lack of collaborative partnerships between them, and an effective joint educational force has yet to be formed, resulting in unsatisfactory cultivation outcomes. the cultivation of football teaching talent also fails to stand out, lacking innovative, practical, and practice-oriented courses, and the cultivation mechanism requires further improvement. From a market demand perspective, the employment directions for university physical education football graduates are mainly primary and secondary school physical education teachers and social youth training club football coaches. For school sports positions, recruitment not only focuses on candidates' comprehensive football expertise and industry qualifications but also values teaching professional skills and organizational management abilities. Commercial clubs additionally favor candidates' interpersonal communication and sales recommendation abilities. Under the current university cultivation model, which seems like "working behind closed doors, " it is difficult to provide the market with talent resources that match job requirements well.

7. Summary

The aforementioned problems have severely impacted the output of football teaching talent. An unreasonable curriculum system is like a fragile foundation, unable to support the efficient operation of teaching activities. A singular, traditional talent cultivation model appears inadequate in the rapidly evolving times, making the current cultivation quality worrisome. Therefore, it is imperative to implement teaching reforms for football courses and talent cultivation models in university physical education majors. Through reform, there is potential to optimize teaching processes, enhance teaching quality and effectiveness, thereby contributing to building a high-quality education system and laying a solid talent foundation for the long-term development of school sports.

Primary and secondary schools, as the main output channel for universities cultivating football teaching talent, can play an output-oriented role, providing assistance to higher education. If organically integrated, the targeted nature of university football curriculum construction and teaching activities will be enhanced.

8. Reconstructing the Curriculum System and

Optimizing Teaching Content

Thoroughly clarify the intrinsic connection between the "Football General Course" and the "Football Specialization Course, " arrange interlocking teaching content, and allocate sufficient and reasonable class hours. It is essential to solidify the foundational role of the "Football General Course, " stimulate students' interest in football, lay the groundwork for them to choose football specialization, and even pursue lifelong careers in football, thereby contributing to the "improvement" stage of campus football. the "Football Specialization Course" should play a leading and guiding role, paving a step-by-step, progressively deepening learning path for students. It should fully utilize the educational function inherent in the "Football General Course" to select talent, striving for high-quality cultivation outcomes.

As a foundational course, the "Football General Course" can attempt to structure teaching content around common individual skills in football matches. Teaching can follow the logic of "connecting to match scenarios - analyzing match tactics - deducing technical aspects - deconstructing and combining techniques - refining individual techniques. " A semester can be divided into several micro-cycles, each focusing on a specific theme, teaching practical individual techniques and tactics, supplemented by popular science modules on basic football match principles and rules, achieving an integrated teaching ecology. For example, football matches involve numerous "1v1 duel" scenarios, requiring ball carriers to possess excellent shielding skills to retain possession. During these duels, not only are ball control techniques like sole rolls, push-pulls, cuts, and feints tested, but high demands are also placed on physical qualities like core strength, change-of-direction/speed movement ability, agility, and coordination. In teaching, teachers can use a micro-cycle for a "Improving 1v1 Shielding Ability" themed lesson, progressing from learning single techniques to combined techniques, followed by integrating physical conditioning exercises to reinforce technique acquisition. When appropriate, defenders can be introduced, teaching students how to use ball control techniques under pressure to retain possession. Practice difficulty can be gradually increased to simulate real scenarios, guiding students to recognize different situations and apply learned techniques appropriately in matches.

As the cornerstone of football talent cultivation, the "Football Specialization Course" aims not only to cultivate students' excellent match performance ability but also targets refereeing ability, teaching instruction ability, training instruction ability, competition management ability, emergency event handling ability, etc., striving to cultivate teachers with strong comprehensive expertise. Given that the existing syllabus design seems overly anchored on cultivating high-level football players, basic education should intervene appropriately during the reform process. Leveraging direct experience, it can assist in formulating teaching content more closely aligned with reality, helping graduates better adapt to primary and secondary school physical education teaching. For instance, theoretical classes can incorporate modules on youth physical fitness, youth psychological characteristics, and the development of campus football in primary and secondary schools, deepening students' understanding of basic education sports work. Technical classes can increase class hours for small-sided games modules – playing smaller football on smaller pitches – allowing students to personally simulate youth football matches and activities, attempting to gain similar experiences and provoke thought. Football course teaching practice can also deliberately create scenarios like "lack of teaching balls, " "limited or unsuitable facilities, " or "lack of auxiliary teaching equipment, " simulating different resource conditions. This guides students to fully utilize available resources to organize various football competition practice activities, cultivating their ability to solve specific problems. Thus, as the "Football Specialization Course" strives to create socially competitive football talent within limited time, the class hours for the Physical Education major's "Football Specialization Course" should perhaps be appropriately increased. This would further deepen the cultivation of comprehensive expertise among teacher-training students, providing a continuous stream of new forces for the primary and secondary school teaching workforce.

9. Expanding Teaching Perspectives and Innovating Teaching Models

Higher education is characterized by its "advanced" and "specialized" nature, dedicated

to cultivating specialized talents while highly valuing students' autonomy, diversity, and creativity. With the evolution of educational concepts and the diversification of social needs, it is necessary to reconsider and innovate university football teaching models under the backdrop of the "digital-intelligent" era. Based on considerations of scientific rigor, feasibility, and practicality, the following teaching models and methods can invigorate current university football courses:

Flipped Classroom Model: Simply put, this model shifts the teaching focus from teacher-led to student-centered active learning. Teachers are responsible for creating online teaching resources. Students engage in self-directed learning in advance, complete online tests to consolidate foundational knowledge, and conduct summaries and reflections. In class, teachers primarily answer questions and conduct more in-depth teaching [4]. For instance, before a technical lesson on "Wing Attack Tactics, " teachers can upload tactical scenario clips to an online platform and pose questions like "Starting zones for wing attacks, number of participants, common methods, " guiding students to internalize key points through reflection. Students can watch videos repeatedly anytime, anywhere, and submit assignments online. While grading assignments in the background, teachers can grasp students' learning profiles and adjust teaching plans promptly. This allows class time to focus on key issues, significantly improving teaching and learning efficiency through cycles of "organizing practice - stopping for guidance - reorganizing practice. "

KDL Teaching Model: KDL is an acronym for Know it, Do it, Love it. Its core concepts are: "Know it" means understanding sports professional knowledge; "Do it" means possessing sports professional abilities; "Love it" means harboring sports professional passion [5]. the KDL sports teaching model is characterized by setting learning scenarios based on learners' levels and characteristics. Learners' complete classroom teaching through practical activities (such as group presentations, sports games, matches, etc.) within these pre-set scenarios. Taking a theoretical lesson on "Football Ball Techniques" as an example, the teacher distributes module knowledge points to various groups before class. Each group prepares presentation materials following the structure: "Common Scenarios - Main Functions - Technical Phases - Key Movement Points - Technique Practice - Practice Progression - Common Errors and Correction Methods, " helping students build structured logical thinking. Through preparing materials, self-correction and checking, group discussions, and simulated presentations, students reinforce knowledge learning. Through formal presentations, inter-group Q&A, reflection summaries, and listening to other groups' presentations, they consolidate their group's knowledge, learn others', and integrate the lesson's knowledge. Deepening knowledge absorption through practice, they then have guidelines during technical practice and application, continuously improving knowledge conversion rates, accumulating a sense of experience, achievement, and happiness. In the sequence transitioning from "learner" to "practitioner" and then to "instructor, " their professional passion is ignited.

Micro-teaching Method: Micro-teaching is a systematic teaching model based on educational theory and modern audiovisual technology. Its core lies in helping students precisely improve specific teaching behaviors within a controlled practice environment [6]. This method deconstructs complex classroom teaching into several independently trainable basic skill modules (such as introduction, demonstration, explanation, questioning, guidance, communication, etc.). It adopts a "breakthrough by items - cyclical reinforcement" approach to achieve step-by-step improvement in teaching skills. the characteristics of this method are: Small Steps: Decomposing the complex teaching process into a series of simple, easy-to-master teaching skills, such as introduction skills, demonstration skills, explanation skills, questioning skills, guidance skills, communication skills, etc. Each session focuses on training only one or a few skills. Immediate Feedback: Recording the teaching process through video equipment allows the "teacher" to immediately watch their teaching video, visually observe their teaching behavior, forming a bidirectional visual information chain of "teacher behavior - student response. " Role-playing: Typically conducted with a small number of students (8-12) as the audience, creating a micro-classroom ecology. Students actively participate in the teaching process and provide feedback to the teacher. Repeated Practice: Conducting multiple practice sessions for a specific teaching skill, gradually improving

the teaching skill level through continuous refinement. Taking a technical lesson on "Training Organization and Guidance" as an example, students draw topics (e. g., "wall pass") before class and prepare teaching designs. In class, they take on the "teacher" role to organize teaching or training for specific segments (e. g., "technique" and "skill" segments, which are coherent), completing the teaching for 8-12 students within 10-15 minutes. Immediately after, a "three-party consultation" is initiated: self-evaluation by the teacher, peer evaluation by observing students, and overall evaluation by the supervising teacher. This rapidly completes evaluation, analysis, and improvement, significantly shortening the internalization cycle of teaching skills while cultivating the metacognitive abilities of the instructor through structured reflection paths.

10. Improving Teaching Evaluation and Respecting Individual Development

Teaching evaluation is a core link in educational activities. As educational concepts shift from "knowledge-based" to "competency-based, " the limitations of traditional physical education evaluation models become increasingly apparent. "Cramming for exams can still yield high scores" has become the main theme of students' learning perspectives. the single, outcome-oriented evaluation method can no longer meet the needs of students' diversified development. the formalistic "formative assessment+summative assessment" model also fails to break free from rigid thinking. There is an urgent need to construct a new evaluation system that reflects subject characteristics, respects individual growth patterns, and aligns with the characteristics of the times.

Diversified Evaluation Objects: For team sports courses, the traditional model of evaluating individual students has limitations and should be improved. Especially in football courses, based on the actual progress of teaching, guided by cultivation objectives and syllabus requirements, and closely linked to students' current football expertise levels, quantifiable group goals can be reasonably set, and a group assessment model introduced (preferably with 3-6 members per group). This group evaluation model will account for a certain proportion of the individual grade, aiming to actively advocate the spirit of cooperation among students and strongly encourage mutual assistance. This method connects students' learning inside and outside the classroom, weaving a dense learning network, allowing the concept of "unity and collaboration" to permeate the entire learning process, thereby building a vibrant learning and progress community. For example, teachers can issue group task lists, such as "juggle continuously for 1 minute using 4 different body parts, " "complete 20 consecutive 30-meter long passes, " or "score 80% on a football rules test. " Simultaneously, clearly define the proportion of group evaluation in the individual grade, such as setting "Individual Grade = Formative Assessment (30%)+Group Evaluation (30%)+Final Exam (40%)", including requirements for both individual and group achievement. This should effectively promote mutual learning assistance within groups, ultimately achieving common progress for all members.

Dynamic Formative Assessment: During the learning process, besides focusing on basic attendance, class performance, and assignment completion, timely feedback should be provided at different time points. This helps students identify their own shortcomings for targeted improvement, thereby promoting incremental development across different stages. During teaching, for technical indicators that are easy to observe and quantify, such as "juggling, ball control, passing, " quantitative evaluation can be used. This evaluation focuses on students' actual execution ability, intuitively reflecting their technical proficiency level. For more complex tactical indicators like "wall pass, pressing and covering, marking, " qualitative evaluation is more suitable. Qualitative evaluation allows for in-depth observation of changes in students' tactical cognition and decision-making, enabling a more scientific perspective on teaching effectiveness. For instance, a semester can be divided into four phases, meticulously recording students' scores on various themed tests in each phase, such as "ball feel - multi-part juggling, " "ball control ability - T-dribble, " "passing - 35m long pass. " Based on these records, visual development curves and radar charts can be generated using analysis software. the benefits are multifaceted: on one hand, it provides students with clear evaluation benchmarks, precisely locating areas of weakness and strength; on the other hand, it serves as an incentive and motivator for students, helping to cultivate their perseverance.

Composite Summative Assessment: For the "Football Specialization Course, " which spans multiple semesters, uniform theoretical written exams and technical tests are outdated and cannot accurately assess the vast and deep knowledge and skills of football. Instead, assessment content should be customized according to the teaching focus of each semester. For example, Semester 1 of the Physical Education major's "Football Specialization Course" focuses on individual techniques and tactics; the final exam should primarily be a technical test. Semester 2 centers on small group attacking and defensive tactics; the final exam could be conducted through small-sided games (4v4+2GK), inviting experts to join the evaluation panel to score students' tactical actions during the match. Semester 3 focuses on enhancing students' understanding of the "whole" concept in football matches and their teaching instruction ability; the final exam could be designed with two modules: "match performance" and "teaching practice. " Match performance is determined by performance in an 11-a-side teaching match, evaluated by the panel across five aspects: "technique, tactics, physical fitness, social skills, mentality, " testing learning outcomes. Teaching practice is judged by performance in simulated teaching, inviting basic education experts to participate in the evaluation. This not only tests students' teaching professional skills but also examines their depth of understanding of football-related topics, simultaneously imposing dual high standards of "professionalism" and "expertise, " fully embodying the modern physical education concept of "promoting learning through competition and research through teaching. "

11. Clarifying Cultivation Objectives and Achieving Industry-Education Integration

Graduates specializing in football within university physical education majors primarily come from Physical Education and Sports Training programs. Whether the former categorized as "academic talents" or the latter as "applied talents, " the core objective is to cultivate students who master football expertise, possess multi-dimensional abilities in teaching, training, refereeing, research, and event organization, are competent in organizing social football activities, meet the needs of campus football popularization and specialization, and alleviate the shortage of teachers hindering the development of campus football.

Basic education serves both as the preparatory stage and the output channel for higher education, playing a significant role in higher education reform. Establishing industry-education partnerships to share teaching resources and co-create sound educational strategies would greatly benefit university theoretical teaching and student practice.

Developing Inter-school Cooperation: Universities can establish cooperative relationships with schools at different educational levels. By signing cooperation agreements, both parties can jointly carry out various projects and practical training base construction, achieving a two-way assistance effect of "going out and inviting in. " This allows students to engage in practical teaching within real work environments, enriching their practical experience. They can gain a deep understanding of the specific requirements of the teaching profession, clarify the characteristics of campus football work at different levels, effectively cultivate their practical operational abilities, and gradually form a clear professional outlook. For example, universities can cooperate with local primary and secondary schools. Based on location and function, priority can be given to selecting surrounding schools and football-focused schools as partners. Establish practical training bases at both the university and basic education pilot schools. University students can enter pilot schools for pre-service teaching observation. After passing on-the-job practice evaluations and meeting standards, they can advance to full-time teaching internships. Once students' performance in various tasks is rated qualified by supervising teachers, they can earn university course credits. Concurrently, students from the basic education stage can regularly visit the university for research activities, participating in open teaching sessions and matches alongside university students. This not only helps create a positive atmosphere for enhancing teaching professional skills but also strengthens cross-level inter-school influence.

Establishing a Dual Mentor System: Universities can invite experts from the basic education field to serve as practical mentors and research mentors for students, providing guidance and cultivation. Practical mentors can provide typical work cases, share rich experience, and offer professional guidance. This not only helps students improve their ability to apply

knowledge to practical work but also assists them in enhancing their ability to conduct research innovation based on youth teaching cases. For example, a practical mentor from basic education can jointly determine research topics with university students, guide them in writing research proposals, provide various resources needed for research, and guide university students in effectively integrating resources during the practice process, using research methods to solve practical problems encountered.

Conducting Regular Industry-Education Exchanges: Universities can regularly invite basic education professionals to conduct academic exchanges and practical sharing activities on campus. This helps students understand the latest developments and market demands in basic education. During exchanges, students' cognitive biases regarding learning perspectives and career outlooks can be corrected, prompting adjustments and optimization of learning goals, thereby fostering better growth into primary and secondary school teachers. For instance, universities can organize career planning competitions for interns, inviting basic education experts to participate in the entire judging process, providing evaluation opinions, selecting outcomes that are practical, meaningful, and have developmental potential, and offering interpretations of excellent cases to help graduates break through the barrier of "difficult job hunting. "

Co-creating Teaching Plans and Resources: Universities and basic education institutions can jointly formulate course syllabi and teaching content, clarifying the expected professional literacy, specialized skills, and professional abilities students should possess. Upon reaching consensus, universities can adjust curriculum settings and teaching methods based on actual needs. Basic education institutions regularly dispatch experts to participate in teaching evaluation, assisting university teachers in grasping key teaching content and supporting students' continuous in-depth learning. For example, in the final semester focusing on football-related teaching professional skills, students conduct simulated teaching for multi-thematic courses. Renowned teachers from basic education can join the evaluation panel to participate in assessments, share frontline work experience, and identify the strengths of university students. Furthermore, teachers from both sides can build online sharing platforms based on market demand, school conditions, and student levels, co-creating online teaching resources such as course packages and question banks, allowing students to gain authentic learning experiences in a virtual environment.

12. Conclusion

Although Chinese football and campus football are flourishing, the cultivation of football teaching talent in universities faces numerous realistic problems. From the irrational curriculum system to rigid classroom teaching models, from a singular evaluation system to limitations in the cultivation model, these issues severely impact the high-quality output of talent. the proposed reform measures for constructing collaborative cultivation are therefore of practical significance. Through multi-faceted initiatives such as reconstructing the curriculum system, expanding teaching perspectives, improving teaching evaluation, and clarifying cultivation objectives, it is possible to break the current predicament, enhance the quality of university football teaching talent cultivation, and strive to contribute to deepening the process of higher education reform.

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