

The Application of the Integrated Approach of "Learning, Practicing, Competing, and Evaluating" in Primary School Physical Education Football Program Teaching

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Abstract: In response to the "Teach, Practice Diligently, Compete Regularly" requirements outlined in the Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition), this study explores effective implementation pathways for the integrated "Learn-Practice-Compete-Evaluate" teaching model in elementary school football programs. Utilizing literature review and action research methods, we systematically analyze the model's practical value, objective-setting, and instructional design. The research demonstrates that this integrated approach—organically combining learning, practice, competition, and evaluation—effectively addresses common issues in traditional physical education classrooms, such as the disconnect between learning and practice and the separation of competition and assessment. In football instruction, the model recommends: using single-practice sessions to transition from "mastering skills" to "developing learning strategies"; employing combined practice sessions to progress from "mastering skills" to "developing practical application"; leveraging competitions as challenges to advance from "practical application" to "effective evaluation"; and implementing diversified assessment methods to achieve the ultimate goal of "evaluating performance". Teachers are advised to create authentic competitive scenarios and combine formative with summative assessments to foster students' holistic development of core competencies.

Keywords: School Sports; Learning, Practice, Competition, and Evaluation; Primary School Physical Education; Football Instruction; Integrated Teaching Approach

1. The Application Value of the Integrated "Learning-Practicing-Competing-Evaluating

" Teaching Approach

The "Learning-Practice-Competition-Evaluation" integration refers to a teaching approach that organically combines students' learning, practice, competition, and evaluation throughout the instructional process, achieving teaching objectives through consecutive class sessions. This model is characterized by strong student-centeredness, high comprehensiveness, and excellent coherence, effectively enhancing students' learning interest and motivation while promoting their understanding and mastery of sports knowledge and skills [1].

In traditional classrooms, students often passively absorb skills and technical movements through mechanical learning under teachers' guidance, which severely limits their capacity for critical thinking and personal reflection, thereby undermining their central role in the learning process. The knowledge acquired by students struggles to be effectively applied in practice, creating a noticeable disconnect between theory and real-world application. Moreover, teachers excessively focus on "how to teach" while paying insufficient attention to "how students learn", neglecting the comprehensive integration of key instructional components—including learning, practice, competition, and evaluation—which ultimately diminishes the effectiveness of physical education classes. Student engagement remains low, accompanied by waning interest and enthusiasm for sports. With continuous advancements in educational philosophies, the traditional physical education model can no longer meet contemporary diversified teaching demands. The integrated "learning-practice-competition-evaluation" approach precisely aligns with modern educational requirements, fostering students' holistic development more effectively [2].

Against the background of the new curriculum reform, the integrated teaching model has gradually become a mainstream direction for

school physical education innovation, with distinct characteristics and clear implementation pathways that adapt to the cognitive and physical development of primary school students [3]. It effectively addresses the fragmentation of teaching links and the disconnection between classroom learning and real-game application [4], while providing practical references for optimizing primary school ball game teaching systems [5].

2. Integrated Teaching Goal Setting for the "Learning-Practicing-Competing-Evaluating" Approach in Elementary School Physical Education Football Programs

When implementing the integrated "learning-practice-competition-evaluation" teaching approach, teachers should align with the current educational stage objectives and adhere to the principles of "ensuring foundational knowledge, emphasizing diversity, and highlighting practical application" to facilitate students' achievement of learning goals. In setting teaching objectives, teachers must ensure coherence between different proficiency levels and establish a comprehensive framework centered on holistic skill mastery. Referring to the *Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)* [6], the following seven dimensions of teaching objectives can be established.

First, foundational knowledge and basic skills. Through a variety of basic football activities including accurate passing, stable ball receiving, flexible dribbling and targeted shooting, learners can systematically acquire and repeatedly practice core fundamental movements and simple tactical combination maneuvers on the pitch. For instance, during the classic football game "Red and Green Light", beginners can fully learn and experience practical foot control techniques through continuous ball possession, short-distance passing and receiving near the goal area, as well as free scattered dribbling in the half-field, thereby gradually understanding and mastering the basic technical and tactical principles of football.

Second, the application of tactics and technical skills. During formal football matches, players are required to flexibly put into practice all the basic football movements and straightforward combined tactical drills they have mastered in training, including obstacle-crossing passing

cooperation between two or three teammates, flexible dribbling moves to get past opposing defenders, as well as effective ball-carrying breakthroughs to penetrate the rival defensive line.

Third, physical fitness cultivation. Learners need to grasp practical simple ways to fully comprehend the physical strength requirements of football sports, and take the initiative to take part in targeted physical training exercises. They can effectively improve physical agility, body coordination and on-site reaction ability by doing diverse rolling movements and quick start running drills, as well as completing various physical movements according to real-time visual signals. Meanwhile, rational sports activities such as single-leg standing and two-person interactive ball passing can also help trainees steadily strengthen their core body balance ability.

Fourth, demonstration or competition. In football games, participants should confidently demonstrate dribbling, passing, and shooting techniques under various directional and skill-level requirements, while engaging in diverse football competitions such as corner kick shots and 3v3 two-goal scoring matches. An "individual competition report card" is generated immediately after the session, enabling "instant evaluation upon completion and immediate feedback upon assessment".

Fifth, Rules and Refereeing Methods. Understand the fundamental rules and requirements of football, identify violations of the rules during gameplay, and attempt to make appropriate penalties.

Sixth, Observation and Evaluation. Understand the methods and channels for watching football matches; attend no fewer than 8 football matches per semester through on-campus football festivals, online platforms, or television, and be able to identify the common technical terms used during the matches.

Seventh, Safety and Self-Protection. Master the five essential pre-football class warm-up routines, fall protection techniques, and head protection maneuvers. Develop habitual practices of voluntarily inspecting playing fields and equipment, actively engaging in warm-ups, and practicing self-protection to reduce the incidence of sports injuries.

3. Integrated Teaching Design for the "Learning-Practicing-Competing-Evaluating

" Approach in Elementary School Physical Education Football Programs

3.1 Learning: Starting with a Single Exercise, Progressing from Mastery to Self-Directed Learning

To ensure students understand what they need to learn, teachers must first clarify the teaching objectives during instruction. In the warm-up phase, instructors can employ soccer drills involving fundamental movements such as "stepping on the ball", "holding the ball steady", "driving the ball," and "swinging the ball"—these exercises not only effectively warm up the body but also reinforce basic skills. When teaching technical skills, educators should employ diverse methods tailored to key learning points and challenges. For instance, when teaching inside-of-the-foot passing, a sounder device can be used: students wear it over their socks against the inside of their feet, producing an audible signal when the ball is touched. The accuracy and force of the touch directly determine the volume of the sound—the more precise and powerful the contact, the louder the sound; variations in the device's shape also indicate proper contact points. Correct touch placement and appropriate force accelerate air expulsion from the device, reducing its volume, while improper contact slows air expulsion, minimizes shape changes, and produces weaker sounds. This real-time auditory and visual feedback helps students master correct ball-contact techniques and establish accurate motor representations [7].

3.2 Practice: Use Combined Exercises as Learning and Practice Focal Points, Progressing from Knowledge Acquisition to Practical Application

In teaching, instructors should break down movements into simple individual actions before combining them into complete technical exercise sequences. Teachers must design scientifically structured training programs based on students' skill development patterns and learning progress. Younger students often resist repetitive drills; therefore, teachers can incorporate elements like games and competitions to enhance engagement. For example, when practicing passing, instructors first demonstrate the movements, then divide students into groups of four—three players act as attackers passing with their inside feet while one serves as a defender intercepting

passes. Through this game-like approach, students practice dribbling, accelerating, and changing directions during passes, with verbal cues and gestures assisting teammates. The central defender serves dual roles as an inhibitor and technical evaluator. This role-playing and competitive exercise method makes learning both engaging and stimulating, embodying the principle of "learning through play and playing while learning" [8].

Furthermore, during practice sessions, instructors should emphasize creating authentic scenarios that allow students to apply their acquired skills to solve real-world problems. For instance, when teaching the "wall-based two-on-one coordination followed by shooting", instructors should avoid relying solely on verbal guidance. Instead, they can design a "crossing the defensive line" scenario, organizing students into small teams for 1v1 drills where they use variable speed and direction changes to dribble past the goal line, pass, or shoot. When instructing cross plays from the flanks or close-range runs to score, teachers should integrate techniques such as precise passing footwork and target prediction into practical applications. This requires students not only to maintain ball control but also to react swiftly and decisively in choosing shooting timing and directional changes. These exercises demand varying ball-control and movement speeds, compelling players to simultaneously observe passing targets while holding the ball—thereby enhancing their overall ball-handling skills. This approach integrates ball-control techniques with passing proficiency while improving physical conditioning and adaptability to speed, spatial positioning, and directional changes, laying a solid foundation for future matches [9].

3.3 Competition: Using Competitions as a Challenge Point, Progressing from Proficiency to Practical Application

While guiding students in mastering fundamental motor skills, teachers should allocate sufficient time for students to consolidate and apply their acquired knowledge and skills through demonstrations or competitions. Relevant studies indicate that establishing a competition system where "every class has a team and every student can participate" enables students to learn cooperation and perseverance through practical experience, effectively stimulating their interest in sports and

participation enthusiasm [10]. In football teaching, organizing diversified intra-class competitions helps students transform isolated skills into systematic tactical awareness and game adaptability [11]. For example, after teaching the "wall two-on-one passing and shooting technique", teachers can create a "Passion World Cup: Group Competition" scenario during the practice session. Students are divided into level-based teams (5v5) to compete, allowing each team to adopt different formations and individuals to assume roles such as referee, coach, or cheerleader based on their strengths. The teacher provides a comprehensive

explanation of competition rules: no goalkeepers are allowed; each team has one student coach; scoring goals by passing with the inside of the foot to evade defenders while changing speed and direction earns 2 points. This inclusive group competition, where every participant has a role, enhances students' sports interest, improves technical proficiency and skill application, enriches competitive experience, and strengthens teamwork awareness and collective pride.

3.4 Evaluation: Focusing on Classroom Assessment, Progressing from Proficiency in Application to Proficiency in Evaluation

Table 1. Process Evaluation of "Football: Inside-of-Foot Pass" for Fourth Grade

evaluative dimension	key competence	observation point	evaluation criterion	Mark with "√" accordingly
Fitness Practice	Sports Experience	active involvement	Actively answer questions from teachers and students, engage in active discussions with peers, and participate actively in learning and practice.	<input type="checkbox"/> Active <input type="checkbox"/> Neutral <input type="checkbox"/> Not active
	health behavior	Follow the rules	Adhere to the rules in gaming competitions, and maintain safety awareness and a sense of responsibility.	<input type="checkbox"/> Comply <input type="checkbox"/> General <input type="checkbox"/> Do not comply
social adjustment	mental regulation	self-expression	Progress gradually through independent collaborative practice, challenge yourself, and dare to evaluate your own performance.	<input type="checkbox"/> Satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Dissatisfied
	interpersonal interaction	solidarity and cooperation	Participate in team games and competitions, practice together, collaborate and support each other, and improve collectively	<input type="checkbox"/> Active <input type="checkbox"/> Average <input type="checkbox"/> Not active
	rule consciousness	Respect the referee	Respect the referees' decisions during the competition, comply with the rules, and demonstrate the spirit of fair play.	<input type="checkbox"/> Respect <input type="checkbox"/> Neutral <input type="checkbox"/> Irrespectful
cognition in sports	Skill Understanding	Master the technique	Be able to accurately comprehend the key techniques of movements, master fundamental motor skills, and provide a concise explanation of the essential points of each movement.	<input type="checkbox"/> Mastered <input type="checkbox"/> General <input type="checkbox"/> Not mastered

Table 2. Outcome-based Assessment of "Football: Inside-of-Foot Pass" for Fourth Grade

Evaluation Content	evaluation criterion	star level
Basic Skills and Applications	Master the inside-of-the-foot passing technique, enabling quick and decisive speed and direction changes while dribbling, and effectively apply the acquired skills in football activities and matches.	☆☆☆☆
	Master the medial foot passing technique and appropriately apply the learned technical movements in football activities and matches.	☆☆☆
	Master the basic medial foot passing technique and attempt to apply the learned skills in football activities and matches.	☆☆
	The player can basically perform medial foot movements but is unable to apply the learned technical skills in football activities and matches.	☆
force and skill	Understand the physical training methods required for football, actively participate in physical exercises both during and outside class, and fully meet the standards in specialized physical training sessions.	☆☆☆☆
	Understand the physical training methods required for football, actively participate in various physical exercises, and meet the basic standards in specialized physical training sessions.	☆☆☆
	Understand physical training methods required for football, participate in physical exercises as required, and meet the standards in specific physical training sessions.	☆☆

	Lack of understanding of the physical training methods required for football, inability to perform physical exercises as specified, and failure to meet the standards in specialized physical training sessions.	☆
sportsmanship	Demonstrate a tenacious and proactive spirit during the competition, show respect for opponents, foster unity among teammates, and uphold exemplary sportsmanship.	☆☆☆☆
	Demonstrate a positive attitude during the competition, show respect for opponents and teammates, and adhere to sportsmanship.	☆☆☆
	The player demonstrated a positive attitude during the match and generally adhered to the principles of sportsmanship.	☆☆
	The player demonstrated a negative attitude during the match, failing to embody the spirit or ethics of sportsmanship.	☆

*Note: The evaluation criteria are rated as Excellent(7–8 stars), Good(5–6 stars), Qualified(3–4 stars), or Requires Effort(1–2 stars). Unit evaluations refer to the academic quality qualification standards for specialized motor skills outlined in the*Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)*[6].*

Teachers should adopt a diversified, multi-dimensional, and varied evaluation system. During the "learning" phase, students master ball control techniques through game-based activities, with one student practicing while another evaluates their movements. Teachers patrol the classroom, holding "patrol record stickers," and promptly convene a "30-second micro-teaching session" upon identifying common issues, demonstrating solutions via slow-motion phone recordings to resolve problems within 30 seconds. In the "practice" phase, self-evaluation, peer evaluation, and teacher evaluation are implemented, with practice standards and requirements displayed on screens. Data such as ball contact frequency and average speed are collected, automatically uploaded, and plotted on individual radar charts. During the "competition" phase, each student group is assigned a "student coach" to provide technical guidance, while the teacher conducts technical evaluations. Post-class, evaluation forms are used for both formative and summative assessments. The new curriculum standards emphasize that "diversified learning evaluations facilitate students' achievement of course objectives and development of core competencies" [6]. Therefore, evaluation implementation should integrate formative and summative assessments, as well as qualitative and quantitative evaluations. Taking the fourth-grade elementary school physical education lesson "Football: Inside-of-Foot Pass" as an example, specific formative evaluation criteria (see Table 1) and summative evaluation criteria (see Table 2) are established.

4. Conclusion

The four components—"learning, practice, competition, and evaluation"—complement each other and are all indispensable in physical education classes. The integrated teaching approach of "learning, practice, competition, and evaluation" is a model that better meets students' needs and enhances learning outcomes, holding significant theoretical and practical value. In implementation, "learning" serves as the foundation, emphasizing standardized individual exercises; "practice" is the core, focusing on contextualized combined exercises; "competition" represents the elevation, highlighting the practical nature of competitive activities; and "evaluation" provides the safeguard, ensuring diversified assessment methods. Through continuous exploration and practice, teachers can effectively utilize this teaching model to promote students' holistic development and improve the quality of physical education instruction.

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