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Fun-Oriented Teaching Practices in Public Football Courses at Vocational Colleges from the Perspective of Enhancing Classroom Participation

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Abstract: At present, there are common pain points in public football teaching at vocational colleges, such as high barriers to participation and uniformity in teaching content and methods. From the perspective of enhancing classroom participation, it is essential to improve the fun level of public football teaching. Based on the actual situation of students at vocational colleges and the pain points in public football teaching, this paper comprehensively examines the practical demands for classroom participation in public football and the logic of adapting fun-oriented teaching methods. It proposes specific and effective paths for implementing fun-oriented public football teaching from the dimensions of teaching content and methods, while analyzing the practical effects of fun-oriented teaching. The aim is to comprehensively optimize fun-oriented teaching in public football and enhance student participation in the classroom.

Keywords: Classroom participation; Vocational colleges; Public football; Fun-oriented teaching

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1. Introduction

The primary objectives of conducting public football teaching at vocational colleges are to improve students' physical fitness, enhance their teamwork abilities, and help them gradually develop a sound personality and a lifelong sports consciousness. To effectively achieve these teaching objectives, it is necessary to actively break away from the traditional rigid teaching model and enhance classroom participation through fun-oriented public football teaching activities, encouraging students to actively and independently engage in football training and promoting the quality and efficiency of fun-oriented football teaching [1].

2. Practical demands for classroom participation in public football at vocational colleges and the logic of adapting fun-oriented teaching

The core objective of education at vocational colleges is to continuously produce technically skilled personnel with high comprehensive qualities for society, focusing on cultivating students' technical practical abilities, teamwork abilities, and comprehensive qualities. Therefore, when conducting public football teaching, vocational colleges cannot simply replicate the football teaching model of professional sports colleges. Instead, they need to develop a classroom teaching model that can comprehensively enhance the participation of all students based on the educational characteristics of vocational colleges and the participation needs of students [2]. From the actual situation of students at vocational colleges, at least 90% of them have not previously participated in systematic football training and are unfamiliar with the basic technical skills and rules of football. Both their physical fitness and motor coordination are relatively weak. Furthermore, students generally prefer teaching content that is highly practical and fun, and they are resistant to boring theoretical explanations and mechanistic basic football skill training. Meanwhile, students at vocational colleges generally possess a strong sense of collectivism and exhibit high enthusiasm for participating in competitive and interactive collective football activities, hoping to gain a sense of belonging and accomplishment from them.

From the current situation of public football teaching at vocational colleges, the main pain points include: On the one hand, the barriers to participation in public football teaching are set too high. In the past, vocational colleges have placed excessive emphasis on standardized professional technical training, which is difficult for students with weak football foundations to quickly master. After repeated mistakes, students are prone to negative training attitudes due to a sense of frustration or may even give up training altogether. On the other hand, the public football teaching content and methods adopted are monotonous, making it difficult to ensure their suitability for students with different football abilities and physical fitness levels. This often results in advanced students feeling unchallenged and struggling students unable to keep up, lacking a tiered teaching model that can facilitate the active participation of all students. To effectively enhance student classroom participation, it is necessary to implement fun-oriented football teaching based on the actual situation of students and the existing problems in current teaching [3].

3. Practical paths for fun-oriented public football teaching in vocational colleges to enhance classroom participation

3.1. Reconstructing fun-oriented teaching content to meet the participation needs of vocational college students

3.1.1. Simplifying professional technical content to lower the barriers to classroom participation

In the past, when conducting public football teaching, vocational colleges typically focused on training students in professional techniques (such as dribbling, stopping the ball, juggling, and accurate shooting), requiring students to quickly master standardized movements for each technique. This posed significant difficulties for students without a football foundation, often leading to a lack of enthusiasm for classroom participation due to fear of challenges. Therefore, when implementing fun-oriented public football teaching, the primary task is to break away from the traditional professional and competitive teaching model. Following the basic principles of practicality and ease of mastery, teaching content should be simplified to lower the barriers to classroom participation, ensuring it is suitable for all students. This approach enables

every student to quickly get started, thereby enhancing their confidence and sense of accomplishment [4].

For instance, a vocational college, aiming to enhance classroom participation, adopted a fun-oriented approach to public football teaching. For new students with weak or no football foundations, the college replaced traditional continuous and standardized juggling drills with alternating juggling and cumulative juggling exercises. Students were also allowed to use body parts (such as the chest and legs) to complete juggling, thereby reducing training pressure. In passing instruction, the focus was on teaching basic and practical passing techniques (such as inside-foot passing, face-to-face passing, and short passes from a stationary position) instead of the previously emphasized positional passing and accurate long passes. This approach strengthened students' awareness of cooperation and the standardization of passing techniques. In shooting instruction, close-range light shots and push shots within the penalty area were used to replace long-distance accurate shooting drills. Additionally, teachers eliminated complex professional teaching content (such as formation movements and tactical coordination) and only explained basic football knowledge related to attacking, defending, and positioning.

3.1.2. Introducing fun game elements to boost classroom participation

For students in higher vocational colleges, enduring monotonous and mechanical football training can often be challenging. To address this, higher vocational colleges can effectively attract students' attention by incorporating fun game elements, creating a relaxed and enjoyable training atmosphere, and stimulating their enthusiasm for classroom participation. This approach can subtly enhance students' football skills [5].

For instance, a certain higher vocational college designed different fun games for each teaching module during its fun-oriented public football instruction, breaking away from the repetitive training model of the past. In the warm-up module, games like dribbling tag and relay slalom were introduced, allowing students to complete their warm-up in a fun and engaging manner, activating their physical state. In the basic technical training module, a dribbling obstacle course game competition was designed, featuring two levels: beginner and advanced. The beginner level had no time limit for dribbling, while the advanced level limited it to 30 seconds. Students who passed the levels earned corresponding classroom points. Additionally, for students with relatively weaker physical fitness and football skills, fun games like precision penalty shootout and football bowling were designed to effectively motivate their participation through gameplay, preventing laziness and distraction.

3.1.3. Integrating life-oriented teaching elements to enhance content relevance

Previously, public football instruction in higher vocational colleges often lacked relevance to students' actual lives, making it difficult for them to truly understand the value of football and resulting in low classroom participation. To practice fun-oriented public football instruction from the perspective of enhancing classroom participation, it is essential to incorporate life-oriented elements, making the teaching content more closely aligned with students' lives [6].

For example, a certain higher vocational college addressed the issue of low participation among female students in public football instruction by designing life-oriented football activities such as double pass games and small-scale campus fun matches based on campus recreational sports scenarios, encouraging students to engage in football independently during their spare time. Teachers also emphasized the value of football in improving physical fitness, aiding in weight loss and body shaping, and relieving stress, based on students' daily fitness needs.

Additionally, teachers incorporated fun football knowledge quizzes and fun football techniques into the instruction based on students' interests, diluting the competitive nature of football instruction and highlighting its recreational and entertainment aspects. After these innovative reforms, female participation in football instruction significantly increased.

3.2. Innovating diversified teaching methods to optimize classroom participation experience

3.2.1. Implementing grouped and tiered instruction to ensure full participation

Students in higher vocational colleges vary in their football foundations, athletic talents, and physical fitness. Implementing football training with the same intensity, assessment standards, and objectives can easily lead to a situation where top students are not sufficiently challenged, while struggling students struggle to keep up [7]. Therefore, teachers should vigorously promote grouped and tiered instruction based on students' academic differences to ensure effective participation of all students.

For instance, a certain higher vocational college evaluated students' physical fitness and football abilities through simple passing and dribbling tests during its fun-oriented public football instruction and divided them into basic, intermediate, and advanced levels accordingly. The basic level consisted of students with weaker physical fitness and football foundations, with instruction focusing on low-intensity fun football games (such as short-distance passing games and stationary dribbling games) to consolidate their football foundations and help them overcome their fear of difficulty. The intermediate level included students with relatively good football foundations and physical fitness, with training primarily consisting of basic offensive and defensive coordination games, precise short passing games, and inter-row dribbling games, aiming to improve the standardization of their basic football movements and enable them to master basic football techniques proficiently. The advanced level comprised students with strong football foundations and athletic abilities, with training focusing on small-scale football matches, group tactical coordination games, and combination technique games, with the teaching objectives of strengthening their coordination awareness and enhancing their adaptability. Additionally, teachers established a dynamic adjustment mechanism, reassessing students' football abilities and physical fitness after every three class sessions and adjusting their level assignments accordingly. Through grouped and tiered game training and targeted guidance, this approach effectively prevents struggling students from responding passively and top students from becoming complacent, ensuring active participation of all students.

3.2.2. Utilizing situational teaching models to enhance classroom immersion

Situational teaching models enhance the immersion of football training by creating fun and realistic scenarios, thereby stimulating students' desire to participate in training and laying a solid foundation for improving their football skills [8].

For example, to increase student participation, teachers adopted a fun and situational teaching model. Firstly, by simulating scenarios such as inter-class football matches and campus leagues, they designed knockout tournaments and obstacle-course games, leveraging students' strong competitive spirit to generate a strong desire for participation. Secondly, they created a "Football Training Camp" obstacle-course game scenario, designing progressively challenging levels including basic knowledge, basic skills, team coordination, and fun competitive match levels. Students earned corresponding points for passing each level. Thirdly, they established a "Football Breakout Rescue" team coordination training scenario, where students,

in groups, had to use dribbling and precise passing to break through sieges. This not only trained their football skills but also improved their teamwork abilities. In the situational teaching model, students actively participated in training as collaborators, challengers, and participants, significantly improving training effectiveness [9].

3.2.3. Leveraging information-based teaching tools to diversify classroom participation forms

Previously, when conducting public football instruction, higher vocational teachers typically began by verbally explaining the theoretical knowledge for the lesson, followed by demonstrating the movements themselves. This teaching approach was relatively monotonous and lacked fun or engaging elements, resulting in low student participation [10]. To enhance student participation in the classroom, teachers can utilize advanced information-based teaching tools to break free from the limitations of traditional teaching models and increase the fun level of classroom instruction, thereby effectively motivating students to participate.

For instance, before class, higher vocational public football teachers can post animated tutorials and fun short videos related to the football techniques for the lesson on the teaching platform, encouraging students to actively and easily complete their pre-class preparation or preview. During classroom instruction, teachers can use projection devices to play standardized football technique demonstration videos for students and guide them, in groups, to help their teammates correct their movements by comparing them with the demonstration videos. Subsequently, teachers can liven up the classroom atmosphere by playing highlights from classic football matches, funny moments from campus football, and fun football compilations. Next, they can use interactive mini-programs to organize fun football knowledge quizzes, fun football training video shooting activities, and more, further increasing the fun of public football instruction and diversifying student participation forms, thereby better motivating students to participate.

4. Practical effects of fun-oriented public football teaching in higher vocational colleges

The effective implementation of fun-oriented public football teaching in higher vocational colleges from the perspective of enhancing classroom participation has yielded significant results in terms of classroom participation, learning outcomes, and teaching quality, effectively addressing the pain points of low student participation and unsatisfactory teaching effects in previous public football teaching models.

Firstly, the overall classroom participation of students has significantly increased. Practical experience shows that after implementing fun-oriented football teaching at a certain higher vocational college, the student classroom participation rate rose from 68% to 97%, while the proportion of students who were passive, perfunctory, onlookers, or non-participants in football training dropped from 32% to 3%. The effective application of tiered teaching models, situational teaching models, and gamified teaching models has completely eliminated students' fear of difficulty, enabling even those with poor physical fitness and football foundations to actively participate, while also fully meeting the training needs of top students.

Secondly, students' core competencies in football have significantly improved. Through fun-oriented football dribbling, passing, and shooting technique training, most students have become proficient in mastering basic football techniques, with the technique mastery rate increasing by at least 45% compared to previous teaching models. Moreover, students' interest in football has notably increased, with 89%

expressing willingness to engage in independent football training after class, establishing an initial sense of lifelong physical activity.

Thirdly, the overall quality of classroom teaching has been enhanced. Fun-oriented teaching models are more aligned with the learning situations and educational positioning of students in higher vocational colleges. Compared to traditional, single-faceted football teaching models, students in fun-oriented classrooms acquire football knowledge and skills more rapidly and reliably, with a significantly higher achievement rate of teaching objectives, realizing improved quality and efficiency in football classroom teaching.

5. Conclusion

In summary, to effectively address the issue of low student participation in public football teaching in higher vocational colleges, it is necessary to innovate and reform teaching content and forms based on the actual situations of students and the educational positioning of higher vocational colleges, improving their compatibility with students' learning situations and the educational goals of higher vocational education. Simultaneously, it is crucial to enhance the fun level of football teaching to effectively motivate student participation, thereby achieving more ideal football teaching outcomes. In the future, higher vocational colleges need to further promote the fun-oriented reform of public football teaching, continuously enriching teaching content and forms to better activate students' enthusiasm for participation.

Disclosure statement

The author declares no conflict of interest.

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