

The Correlation Between College Football Courses and the Improvement of Students' Comprehensive Quality

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Abstract: There are some problems in the course setting, teaching content, teaching mode and method, and evaluation system of college football courses in China. These problems not only limit the development of college football courses, but also affect its role in improving students' comprehensive quality. Therefore, it is necessary to carry out in-depth reform and optimization of college football courses in order to better play its role in cultivating students' comprehensive quality. This paper discusses the relationship between college football courses and the improvement of students' comprehensive quality, and introduces the methods to evaluate the effect of college football courses on improving students' teamwork ability. This paper holds that improving students' comprehensive quality is helpful to promote social progress and development. As builders and successors of the future society, students' comprehensive quality directly affects the progress and development of society. By improving students' comprehensive quality, we can cultivate more talents with innovative spirit and practical ability, and provide a steady stream of motivation for social progress and development.

1. Introduction

Football is a global sport with extensive participation and profound influence[1]. In higher education, football course is not only a physical education course, but also an important way to cultivate students' all-round development and improve their comprehensive quality[2]. In recent years, with the deepening of higher education reform in China and the vigorous advocacy of quality education, the role of college football courses in cultivating students' comprehensive quality has become increasingly prominent[3-4]. However, at present, the research on the correlation between college football courses and the improvement of students' comprehensive quality is not sufficient, so this research has important theoretical and practical significance.

Theoretically, this paper will analyze the setting, teaching content and teaching mode of football courses in colleges and universities, and explore the role of football courses in improving students' physical quality, psychological quality, social adaptability and teamwork ability, so as to enrich and develop the theory of quality education. In practical sense, the research results of this paper will provide useful reference for the reform and development of college football courses. Through the research on the correlation between college football curriculum and the improvement of students' comprehensive quality, it can provide scientific basis for the optimization of college football curriculum, the renewal of teaching content and the innovation of teaching mode, so as to better play the role of football curriculum in cultivating students' comprehensive quality.

2. College football curriculum and teaching content

At present, most colleges and universities in China have set up football courses, and the setting of these courses is mainly determined according to students' interests, school sports resources and educational policies[5]. However, on the whole, there are still some problems in the setting and teaching content of college football courses. First of all, in terms of curriculum, football courses in most colleges and universities are optional courses, and the class hours are limited. This makes it difficult for students to master football skills systematically in a short time, and also limits the role

of football courses in improving students' comprehensive quality. Secondly, in the teaching content, college football courses often pay too much attention to the teaching of football skills, while ignoring the cultivation of students' comprehensive quality. For example, some college football courses only focus on students' physical training and technical and tactical training, while ignoring the cultivation of students' psychological quality, social adaptability and teamwork ability.

In the teaching mode, college football courses usually adopt the traditional teaching mode, that is, teachers are the center, and teaching is carried out through explanations, demonstrations and exercises[6]. Although this teaching mode can ensure the systematicness and integrity of teaching content, it often ignores students' subjective status and individual differences, resulting in students' lack of initiative and creativity. In terms of teaching methods, college football courses mainly adopt a single teaching method, such as explanation, demonstration and practice. Although these methods can help students master certain football skills, it is difficult to stimulate students' interest and enthusiasm in learning[7]. At the same time, due to the lack of attention to the individual differences of students, these methods are also difficult to meet the learning needs of different students. In the evaluation system, college football courses usually adopt a single evaluation method, that is, the final examination. Although this evaluation method can objectively evaluate students' football skills, it is difficult to fully reflect students' comprehensive quality level. At the same time, due to the lack of application of process evaluation and multiple evaluation methods, it is difficult for this evaluation method to accurately evaluate students' learning process and progress.

3. Students' comprehensive quality

Comprehensive quality refers to the overall quality and ability of an individual in many aspects such as morality, intelligence, physique and beauty. It covers many aspects, such as knowledge, ability, emotional attitude and so on, and it is an important embodiment of individual's all-round development[8]. In higher education, the cultivation of students' comprehensive quality is regarded as one of the core goals of education, aiming at promoting students' all-round development and improving their social adaptability and innovation ability through diversified educational methods and means.

The evaluation system of students' comprehensive quality refers to a set of index systems and methods for comprehensive, objective and scientific evaluation of students' comprehensive quality. The system usually includes moral, intellectual, physical and aesthetic aspects, and specifically involves students' ideological and moral character, academic performance, physical and mental health, artistic accomplishment, social practice and other fields. By evaluating students' performance in these fields, we can comprehensively reflect students' comprehensive quality level and provide scientific basis for educational decision-making and teaching improvement.

4. The promotion of college football course to students' physical quality

Football is a sport that requires high physical quality, which requires athletes to have high strength, speed, endurance, sensitivity and flexibility[9]. Specifically, football players need to have strong leg strength to complete shooting, passing and other actions; Need to have good speed and explosive power to move and break through quickly in the game; Need to have high endurance to cope with long-term competition and training; Need to have sensitive reaction and coordination ability to cope with all kinds of changes in the game; At the same time, it is necessary to have some flexibility to reduce the risk of sports injuries.

In college football courses, in order to improve students' physical fitness, a series of targeted training contents and methods will be arranged. See Table 1 for details:

Table 1 Training contents and methods

Training objective	Training content	Training method
Strength	Weight-bearing training	Use barbells, dumbbells and other equipment for strength training;

training	and bouncing training	Carry out squats, hard pulls and other exercises; Improve leg strength through bouncing exercises
Speed training	Sprint, change direction running	Sprint for 30 meters, 50 meters and other short distances; Set up obstacles to practice running in different directions; Conduct special training on acceleration and explosive force
Endurance training	Long-distance running and interval training	Conduct long-distance running at different distances such as 1500m and 3000m; Using high-intensity interval training to improve students' cardiopulmonary function and endurance
Sensitivity training	Reaction training and coordination training	Practice reaction speed and hand-eye coordination, such as catching the ball and avoiding obstacles; Improve students' coordination through the training of complex movements and combined movements
Flexibility training	Stretching training, yoga	Carry out stretching exercises in all parts of the body; Introduce yoga and other physical and mental training methods to improve students' flexibility and joint flexibility

In order to evaluate the effect of college football course on improving students' physical quality, a series of evaluation indexes and methods will be adopted. Specific evaluation indicators and methods are shown in Table 2:

Table 2 Evaluation indicators and methods

Evaluating indicator	Evaluation content	Evaluation methodology
Physical fitness test	Physical qualities such as strength, speed and endurance.	Conduct physical fitness tests such as long-distance running, sprinting and standing long jump, and record and analyze the changes of students' grades.
Skill test	Football skill level	Design football skill tests such as shooting, passing and ball control, and evaluate the influence of students' physical fitness improvement on their skill level.
Competition performance	Performance in the actual game	Observe and record students' running distance, sprint times and steals in the competition, and analyze the influence of physical fitness improvement on competition performance.
Students' self-evaluation and mutual evaluation	Students' subjective feelings and evaluation on the improvement of their physical quality	Design self-evaluation and mutual evaluation questionnaires to collect students' comments and opinions on improving their physical fitness.
Teacher evaluation	Teachers' observation and evaluation of students in the course	Teachers evaluate students' performance and progress in the course and provide professional advice on improving students' physical quality.

College football courses can effectively improve students' physical fitness through targeted training contents and methods. At the same time, through scientific evaluation indicators and methods, we can comprehensively and objectively evaluate the improvement of students' physical quality.

5. College football courses to improve students' psychological quality

Football not only requires athletes' physical quality, but also challenges their psychological quality. In football match, athletes need to have firm will, good emotional control, high self-confidence, excellent teamwork spirit and the ability to cope with pressure. These elements of psychological quality have a vital influence on the athletes' play and performance in the competition.

In order to improve students' psychological quality, college football courses will incorporate a series of psychological training contents and methods. The contents and methods of these psychological trainings are shown in Table 3:

Table 3 Contents and methods of psychological training

Psychological training goal	Training content	Training method
Cultivation of will quality	Challenging goals and tasks	Set challenging training objectives and competition tasks to encourage students to face difficulties and persist in their efforts.
Emotional management	Emotion recognition and control	Teach emotional recognition skills and provide emotional adjustment strategies, such as deep breathing and positive thinking, to maintain a stable emotional state.
Confidence building	Positive feedback and encouragement	Give affirmation and encouragement to students' progress and performance in time, help them build their self-confidence and improve their sense of self-efficacy.
Cultivation of teamwork spirit	Team training and group activities	Through teamwork exercises, group discussions and other activities, we can promote students' communication, understanding and cooperation ability.
Stress coping	Stress management and coping strategies	To teach students how to cope with the stress in competition and training, such as actively reconstructing thinking and relaxing skills, so as to maintain a good psychological state.

College football courses can effectively improve students' psychological quality by integrating the contents and methods of psychological training. At the same time, through the comprehensive application of various evaluation methods, we can comprehensively and objectively evaluate the improvement of students' psychological quality. This will not only help students grow and develop in the field of football, but also have a positive impact on their daily life and future career. However, it is a complex and multidimensional process to evaluate the effect of college football courses on improving students' psychological quality. Several methods can be used for evaluation as shown in Table 4:

Table 4 Evaluation methodology

Evaluation methodology	Evaluation content	Implementation mode
Psychological/psychometric test	Psychological quality indicators such as self-confidence and anxiety.	Using standardized psychological test scales, such as self-confidence scale and anxiety scale, the students were tested before and after, and the results were compared and analyzed.
Observational method	Students' performance in training and competition	Coaches or evaluators observe and record students' performance in training and competitions, paying special attention to behavioral changes related to psychological quality.
Interviewing method	Students' Subjective Feeling of Improving Their Psychological Quality	Conduct one-on-one or group interviews with students to guide them to share their experiences and feelings of improving their psychological quality in the course.
Teacher evaluation	Students' daily performance and progress in the course	Teachers evaluate students' participation, attitude change and skill progress in the course, reflecting the improvement of psychological quality.
Team evaluation	Improving the psychological quality of team members in cooperation and communication.	Organize team members to evaluate each other and evaluate each other's psychological quality improvement in teamwork, communication and leadership.

6. The promotion of college football course to students' social adaptability and teamwork ability

Football is not only a sport, but also a social activity. It requires participants to have good social

adaptability, including but not limited to teamwork, competition awareness, obeying rules, respecting others, coping with setbacks and conflict resolution. On the football field, athletes need to learn to communicate effectively with teammates, coaches and opponents, understand and adapt to different roles and responsibilities, and deal with various competition situations and social environments. At the same time, football is a sport that is highly dependent on teamwork. On the football field, every player needs to fully understand and trust his teammates and achieve common goals through effective communication and cooperation.

In order to cultivate students' social adaptability and teamwork ability, the training contents and methods in Table 5 can be adopted in college football courses, and the evaluation methods are shown in Table 6.

Table 5 Training contents and methods

Social adaptation ability		Students' teamwork ability	
Training objective	Training content	Training objective	Training content
Teamwork training	Cultivate team spirit and cooperation ability	Enhance trust and tacit understanding	Team building activities
Role orientation and transformation	Enhance the ability and adaptability of role transformation	Role understanding and adaptation	Role exercise
Communication and conflict resolution	Effective communication and conflict handling	Communication skills and collaboration skills.	Communication and collaboration skills training
Rule education and respect for others	Cultivate awareness of rules and respect for the quality of others	Tactical coordination ability	Tactical coordination training
Frustration education	Correctly deal with setbacks and failures	Training objective	Training content

Table 6 Evaluation methodology

Social adaptation ability		Students' teamwork ability	
Evaluation methodology	Evaluation content	Evaluation methodology	Evaluation content
Observational method	Teamwork, communication, role change, etc	Observational method	Teamwork performance
Interviewing method	Students' subjective feelings about improving their social adaptability.	Teacher evaluation	Students' daily performance and progress
Teacher evaluation	Students' daily performance and progress	Team evaluation	Performance of team members in teamwork.
Team evaluation	Team members' progress in teamwork and communication.	Scale evaluation	The level of students' teamwork ability
Scale evaluation	The level of students' social adaptability	-	-

7. Conclusions

Football courses in colleges and universities not only significantly improve students' physical quality, but also have a positive impact on their psychological quality, social adaptability and teamwork ability. Through targeted training contents and methods, college football courses can effectively improve students' physical qualities such as strength, speed and endurance, and also cultivate students' psychological qualities such as will quality, emotional management and self-confidence. At the same time, as a social activity, football requires students to have good social adaptability and teamwork ability, and college football course is an important way to cultivate these abilities. Through the comprehensive application of various evaluation methods, we can comprehensively and objectively evaluate the improvement of students' physical quality, psychological quality, social adaptability and teamwork ability. Therefore, colleges and universities

should pay more attention to the important role of football courses in cultivating students' all-round development and increase investment and support for football courses. Teachers should constantly improve their professional quality and teaching ability and innovate teaching methods and means to better meet students' learning needs and development needs. In addition, college football courses should pay more attention to the combination of theory and practice, guide students to master football skills and cultivate their ability to think and solve problems independently. In the future, with the progress of science and technology and the continuous renewal of educational concepts, college football courses are expected to achieve more personalized and intelligent teaching, further improving the teaching effect and students' learning experience.

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