

# The Current Situation and Optimization Strategies of School Soccer Development in China

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**Abstract:** In this paper, through an in-depth study on the development of campus soccer, the development of schools with campus soccer characteristics and the influencing factors are studied, the current situation of development, teachers, field equipment and financial investment are analyzed, problems in the process of development are sought, optimization strategies are explored, and successful experiences are summarized to provide reference for the development and implementation of campus soccer.

**Keywords:** School soccer, Development status, Optimization strategy.

## 1. Introduction

In recent years, the Party and the State have attached great importance to the development of soccer, and in October 2014, the document "Several Opinions on Accelerating the Development of Sports Industry and Promoting Sports Consumption" was issued, which particularly raised school soccer to the level of "national strategy". In August 2020, the State adopted the Opinions on Deepening the Integration of Sports and Education for Healthy Youth Development, which put forward the reform idea of "integrated design and integrated promotion" in the areas of soccer special students training and reform of the teaching and training system. The promotion of school soccer is an important activity in the implementation of the national education policy, and it is also important for the physical and mental health development of youth.

## 2. Current Situation of Campus Soccer

In order to understand the development of campus soccer, 20 schools were randomly selected for the survey. The

questionnaires were distributed according to 3 copies of physical education teachers, 30 copies of students and 20 copies of parents in the selected schools. After the questionnaires were distributed and collected, the data were analyzed and relevant information was organized to ensure the authenticity and validity of the sampling results. 562 valid questionnaires were collected from students, 56 valid questionnaires from teachers and 376 valid questionnaires from parents. The analysis results are as follows:

### 2.1. Campus soccer course offerings

In the analysis of the opening of soccer physical education classes, it can be seen from Table 1 that 75% of schools carry out soccer courses, and the remaining 25% of schools still do not realize the soccer curriculum. The analysis shows that there are still a quarter of schools that do not carry out football courses, and its mostly remote towns and villages, indicating that the implementation of the relevant policies in schools with campus soccer characteristics is not strong enough, and the management of the relevant departments related to schools still needs to be improved.

**Table 1.** Statistics of soccer physical education classes offered

	Yes	No	Total
Frequency	15	5	20
Percentage (100%)	75.0	25.0	100

By analyzing the 15 schools with special soccer physical education classes conducted, it can be concluded from Table 2 that 10 schools with special soccer classes conducted one soccer physical education class per class per week, accounting for 66.7%, and five schools with special soccer classes conducted two soccer physical education classes per

week, accounting for 33.3%, but there were still five schools with special soccer classes that did not conduct soccer physical education classes, which was far from the goal of at least one soccer physical education class per week There is still a certain gap.

**Table 2.** Statistics of the frequency of soccer physical education classes (weekly)

	1 time	2 times	Total
Frequency	10	5	15
Percentage (100%)	66.7	33.3	100

### 2.2. Development of grade league

It can be seen from Table 3 that 70% of schools have carried

out school grade league, and another 30% have not. The number of participants and participation in school soccer activities can be seen through the development of school

grade league, and there are still 30% of schools with soccer characteristics have not carried out grade league, which

seriously affects the development of popular school soccer activities.

**Table 3.** Survey table of the development of grade league (N=20)

	Option	Frequency	Percentage (100%)
Yearly League	Carried out	14	70.0
	Not carried out	6	30.0
Total		20	100

The statistical analysis of the frequency of grade level league in soccer featured schools in Figure 1 shows that among the featured schools that conduct grade level soccer league, one-half of them conduct it once per semester, 35.7% of them conduct it twice per semester, and two soccer featured

schools conduct it three times or more, accounting for 14.3% of the weight. This shows that the frequency of grade level leagues in soccer featured schools per semester is not high enough to meet the enthusiasm of students to participate in school soccer.



**Figure 1.** Histogram of the frequency of the league conducted by grade (N=14) (semester)

### 2.3. Frequency of Varsity Training

From the data reflected in Table 4, 55% of the schools trained 1 to 2 times, 20% of the schools trained 3 to 5 times, and 25% of the schools with soccer characteristics did not

have a training program. According to the proportional analysis, the schools that accounted for the largest proportion were those that trained 1 to 2 times per week, which met the scientific training requirements and reflected the importance that schools attached to training.

**Table 4.** Varsity training frequency statistics (weeks)

	3-5times	1-2times	Training only when there is a competition	Total
Frequency	4	11	5	20
Percentage(100%)	20.0	55.0	25.0	100

### 2.4. The development of soccer recess

From Table 5, it can be seen that 12 of the 20 soccer schools surveyed have soccer recess activities, accounting for 60%,

and 8 schools do not have soccer recess activities, accounting for 40%, which means that there are still some schools that do not pay much attention to soccer recess activities, and the awareness of the concept is relatively weak.

**Table 5.** Statistics of soccer recess (N=20)

	Option	Frequency	Percentage (100%)
Soccer Recess Activities	Carried out	12	60.0
	Not carried out	8	40.0
Total		20	100

As shown in Table 5, among the 12 schools with soccer recesses, 8 schools offer 1 soccer recess per day, accounting for 66.7%, and another 33.3% offer 2 soccer recesses per day, for example, the 7th Middle School of Nanyang Oilfield combines its own situation and carries out 2 soccer recesses per day, so that students' physical quality is strengthened and their physical and mental health is developed. In addition, there are some schools that conduct recess activities every day, forming a good culture.

## 3. Factors Affecting the Development of School Soccer

### 3.1. Student participation

As shown in Table 6, the proportion of male students participating in soccer is 58.5% and the proportion of female students participating is 19.7%, thus indicating that the current campus soccer sport in schools with soccer characteristics shows obvious gender differences. In the long run, schools should strengthen the design of soccer

curriculum and implement incentive policies to develop female players, so that girls can get more exercise and fitness,

recreation, stress relief, making friends and even the need for further education, etc. from the activity.

**Table 6.** Student participation in school soccer (N=562)

Gender	Male students (364)		Female students (198)	
Participation in soccer	Participate	Not Participate	Participate	Not Participate
Number of people	213	151	39	159
Percentage (100%)	58.5	41.5	19.7	80.3

### 3.2. Physical education teachers

Physical education teachers are the leaders of campus soccer activities, and there are many non-professional teachers in the soccer teacher team. They have average teaching skills, and some of them do not even understand soccer, making it difficult to adopt scientific training methods and means to teach. In carrying out teaching sessions, they cannot use teaching methods flexibly, nor can they guide and promote students' motivation to bring them a good classroom

experience.

As shown in Table 7, in the survey "How many teachers are teaching and training soccer in the school?" In the survey, 13 schools with 1-2 teachers teaching soccer (65.0% of the total), 5 schools with 3-4 teachers teaching soccer (25.0% of the total), and 2 schools with 5-6 teachers teaching soccer (10% of the total) were surveyed. Therefore, expanding the scale of soccer instructors' teachers in schools with soccer characteristics is an important task for campus soccer construction.

**Table 7.** Scale of campus soccer teachers (N=20)

Faculty Size	1-2 persons	3-4 persons	5-6 persons
Frequency	13	5	2
Percentage (100%)	65.0	25.0	10.0

### 3.3. Venue facilities and financial investment

The lack of venue equipment is the main problem that restricts the development of campus soccer activities. The contradiction between the number of students playing and the field equipment restricts the development of school soccer in schools with soccer characteristics. The school soccer activity will have a faster and more rapid development under the promotion of the policy, and the venue equipment will be a major factor to restrict its development.

During the interviews with school leaders, we learned that most schools' funding has also been the main problem limiting the development of campus soccer, mainly in the lack of funding for improving the field equipment and the lack of funding for campus soccer activities. From the analysis of Table 8, it can be seen that only 30.0% of the schools have specifically allocated funds. Therefore, it is imperative to expand the funding sources and increase the funding input in the process of campus soccer development.

**Table 8.** Statistics of campus soccer funding efforts (N=20)

Funding status	No funding	There are competitions to fund	With special funding
Frequency	3	11	6
Percentage (100%)	15.0	55.0	30.0

### 3.4. Safety issues in soccer

Safety is an issue that schools always pay attention to, and it is also a major factor that is difficult to avoid. Participation in soccer will inevitably involve physical contact, and a slightly intense confrontation will produce safety hazards and greater danger, which is a major factor affecting the development of school soccer. Although the constraints of soccer rules will reduce the possibility of injury to a certain

extent, it cannot be avoided fundamentally.

As shown in Table 9, 82.4% of students participating in soccer have game insurance, 86.7% have campus accident insurance, and 95.0% have resident medical insurance. It can be seen that most of the students participating in soccer have purchased insurance, which indicates that they pay more attention to their own safety issues, which plays a role in security to a certain extent.

**Table 9.** Statistics of insurance purchase of students participating in soccer (N=562)

Insurance Purchase	Competition Insurance	Campus accident insurance	Resident medical insurance
Frequency	463	487	534
Percentage (100%)	82.4%	86.7%	95.0%

### 3.5. The importance of school leaders

Through the study, it was found that many leaders only attach importance to academic performance and not to the development of the soccer program, and some school leaders do not have a clear understanding of campus soccer and one-sidedly feel that students' participation in campus soccer activities will distract their energy and lead to a decline in

students' cultural class scores, which will have a bad impact on school enrollment. In addition, there are also many school leaders who do not understand the information about the policies related to campus soccer and are afraid that students' participation in soccer activities will cause liability disputes, which will have a certain impact on the school's reputation and normal work development.

## **4. Case Analysis of Campus Football Featured Schools**

### **4.1. Brief situation of campus soccer in Oilfield Seven Middle School**

The culture of campus soccer in Oilfield Seven Middle School has been formed early and the campus soccer sport is well developed. At present, there are seven full-time physical education teachers in Oilfield Seven, including two soccer majors, who are full-time responsible for the training of the grade soccer team. The school regularly assigns teachers to participate in teacher training for soccer instructors, offers soccer teaching in physical education classes, and guarantees one soccer class per week. Through regular soccer teaching and classroom quizzes and classroom competitions, students can fully understand and love soccer. The school organizes a soccer recess once a day, so that students have sufficient time to get in touch with soccer and gradually improve and master the level of soccer. At the same time, the school opens soccer interest groups in each grade in order to promote knowledge related to school soccer and select the best personnel for the soccer team.

In addition to regular training, a friendly eight-a-side soccer match is held every week, which not only allows the players to apply their knowledge of regular training to the match, but also improves their practical ability and realizes the purpose of teaching with practice. The school organizes an intra-school grade league every semester and sets up prizes and bonuses to increase students' enthusiasm for participation in order to achieve the purpose of campus soccer promotion.

### **4.2. Successful experience of campus soccer in Oilfield Seven Middle School**

(1) The leadership attaches importance to ensure funding

The school leadership attaches great importance to the development of campus soccer. In 2012, the school established the boys' and girls' soccer teams, appointed two experienced soccer teachers as soccer instructors, responsible for the daily soccer teaching and training, and conducted weekly soccer physical education classes in every class to let students understand and love soccer. At the same time, we give great support in terms of venue facilities and funding to ensure the smooth development of campus soccer.

(2) Organize a variety of activities to increase participation

The school offers a soccer physical education course for 40 minutes per class, organizes school-wide soccer recess activities for 30 minutes each afternoon, and organizes soccer fun activities and small-scale soccer competitions on weekends, so that students can participate in them. In addition, different learning contents are set according to different grade levels, which truly tailor the teaching to the students' needs.

(3) Focus on shaping the campus soccer cultural atmosphere

The school can increase the publicity of campus soccer by broadcasting through radio stations, class and campus boards, conducting soccer interest groups, and holding soccer league matches in different forms to make students participate in the construction of campus soccer culture and experience the charm of soccer.

## **5. Research on the Optimization Strategy of Campus Soccer Characteristic Schools**

### **5.1. Coordinate the balanced development of male and female soccer, and bring development by competition**

In the process of campus soccer practice, achieve balanced development of male and female soccer teams, and constantly improve players' abilities through real-world confrontation and competition. It follows that a reward system is set up to encourage girls to participate in it. Refine the league levels so that the competition can be carried out without interruption.

### **5.2. Do a good job of training soccer instructors and strengthen the ability to improve**

Excellent instructors should be introduced through multiple channels to bring up the second best and train the best to make up for the poor, so as to improve the overall level of teachers. Actively carry out the training of soccer instructors, do a good job in the exchange of sister schools, regular interchange of teachers and complementary advantages, so as to improve the teaching ability.

### **5.3. Strengthen the importance of leadership and ensure financial investment**

School sports cannot be separated from the support of school leaders, while participation in soccer is part of educational activities and is another means of education. With the strong support of school funds and policies, we can create a famous school effect and absorb social funds to ensure sustainable development.

## **6. Conclusions and Recommendations**

### **6.1. Conclusion**

Campus soccer activities in schools with campus soccer characteristics are well developed and have achieved certain effects; schools have the problem that the number and quality of instructors are not up to standard, and teacher training is relatively single and at a low level; the frequency and quality of campus soccer courses are not high, and reasonable evaluation standards need to be developed; there is a lack of a perfect campus soccer league system, and the development is not systematic enough; funding for campus soccer development mainly The funding for campus football mainly relies on school support, but the lack of funding limits the scope and effectiveness of the development.

### **6.2. Suggestions**

(1) Material foundation: strengthen the teacher strength of soccer teachers in schools with soccer characteristics by introducing talents and sending out students; build out a curriculum system with multiple development of teaching in class, exercise in class, soccer clubs and competitions; introduce social capital to ensure sufficient venues and equipment to form a sustainable league system.

(2) Behavioral Intervention: By establishing soccer teachers' behavioral confidence in physical education subject competence development, we influence and enhance physical education teachers' work confidence and motivation, increase students' active participation in campus soccer, and implant

lifelong physical education behaviors into students' personal campus life.

(3) Spiritual orientation: Through the introduction of theoretical courses and teaching, soccer instructors are guided to experience and practice sportsmanship and use soccer instructors' sportsmanship pottery to achieve spiritual orientation in students' ability development.

(4) Institutional construction: Develop unified teaching materials with targeted and practical content; establish a practical training policy, increase the implementation of training, do a good job of training supervision and management, and gradually implement reward and punishment policies.

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