

Original Paper

A Study on the Influencing Factors of Football Learning Interest in Teaching Public Physical Education in Colleges and Universities

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Abstract

Influenced by the general background of campus football, the development of campus football in China is also gradually entering into a rapid development stage. According to the national monitoring data of college students' physical health, the physical health of college students in China shows a declining trend. Based on the background of China's vigorous development of school football, the improvement of college students' physical health problems has encountered an unprecedented opportunity for development. The improvement of college students' physical fitness cannot be separated from daily physical exercise, and the promotion of learning interest is the basic motivation for students to carry out physical exercise. This paper analyses the influencing factors of football learning interest in teaching public physical education in colleges and puts forward several suggestions in order to enhance the enthusiasm of college students in physical exercise.

Keywords

public physical education, football, learning interest, influencing factors

Introduction

Football is a globally popular sport, and it has an important position in the teaching of public physical education courses in colleges and universities. However, many students in colleges and universities lack interest in football learning, which leads to their negative attitude towards football courses and even lack of motivation to actively participate in them. Therefore, it is important to study the influencing factors of football learning interest in the teaching of public physical education in colleges and universities to enhance students' learning motivation and stimulate their interest in football.

This study aims to explore the influencing factors of football learning interest in teaching public physical education classes in colleges and universities, and to provide effective strategies and methods for teachers and educational administrators. Through in-depth understanding of students' learning needs, interests, and cognitive level of football, we will find a suitable football teaching mode and content for college students, and stimulate their initiative and enthusiasm to participate in football learning.

The article will start from the aspects of teaching method, physical quality, teaching content and teaching technology to analyse their influence on students' interest in football learning in teaching public physical education courses in colleges and universities. Research methods such as questionnaires, field observations and interviews will be used to collect students' attitudes and expectations towards football learning as well as their evaluations of different teaching factors, so that conclusions can be drawn and corresponding recommendations can be made. Through the implementation of this study, we hope to provide useful insights into the teaching of public physical education classes in colleges and universities, and to promote students' active participation and interest development in football learning. At the same time, we also hope that the results of this study can provide a reference for the teaching of other sports, and contribute to the cultivation of students' all-round development and the improvement of the overall sports standard.

1. Research Objects and Methods

1.1 Research Object

This paper takes the factors influencing college students' interest in football learning in the teaching of public physical education courses in colleges and universities as the research object, and students participating in public physical education football courses within six colleges and universities in H city as the survey object.

1.2 Research Methods

1.2.1 Questionnaire Method

The questionnaire design is mainly based on the research needs of this paper, and the questionnaire is designed after reviewing relevant information and interviewing relevant experts. The questionnaire is mainly divided into two parts, the first part is the student questionnaire, and the second part is for the investigation of the factors affecting the students' demand for learning interest.

The questionnaires were distributed and collected on-site, so the recovery rate of the questionnaires was 100%. Each school issued 50 questionnaires, a total of 300 questionnaires, 288 valid questionnaires, questionnaire validity rate of 96%, as shown in Table 1.

Table 1. Distribution of Questionnaires and Actual Returns

Targets issuance	for	Number copies issued	of	Number of copies recovered	recovery rate	valid questionnaire	Effective recovery rate
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University A	50	50	100%	46	92%
University B	50	50	100%	48	96%
University C	50	50	100%	49	98%
University D	50	50	100%	48	96%
University E	50	50	100%	46	92%
University F	50	50	100%	49	98%

1.2.2 Mathematical and Statistical Method

The recovered questionnaires were quantified, and the data were quantitatively analysed using EXCEL tables, and the quantitative analysis results were finally obtained.

2. Results and Analyses

2.1 The Influence of Teaching Methods on Students' Interest in Football Learning

College students' interest in football learning mainly stems from more innovative teaching methods and active classroom atmosphere, etc. Teachers can effectively enhance students' interest in football learning with the help of new teaching methods, and novel classroom activities can effectively enliven the classroom atmosphere, so as to effectively achieve the purpose of football course teaching. From the data in Table 3, it can be seen that college students hold different opinions on the choice of teaching methods for public physical education courses. In the choice of whether the teaching method is novel or not, 32.99% of the students said that the teaching method of public physical education classes in colleges and universities is not novel, 51.04% of the students said that the teaching method of public physical education classes in colleges and universities is general, and only 15.97% of the students think that the teaching method of public physical education classes in colleges and universities is novel; from the choice of whether the mobilisation of the students' initiative is mobilised or not, only 9.03% of the students think that the mobilisation of students' initiative is novel or not. 9.03% of the students think that their own football initiative is mobilised, the other students think that the general or not mobilised football course learning initiative; from the question of whether the classroom atmosphere is active, the students who think that the classroom atmosphere is mobilised is still in the minority, 43.75% of the students chose the general, and 36.11% of the students think that the classroom atmosphere is not mobilised.

It can be seen that there is a certain lack of football teaching experience among the football teachers in the colleges and universities in H. The lack of opportunities for teachers to further their education and football training, coupled with the lack of communication and exchange with professional scholars, has led to a lack of professionalism among the football teachers in the colleges and universities of H. Teaching methods have a great influence on students' interest in football learning. By designing appropriate teaching methods, students' interest can be stimulated, their participation can be increased, and their continued enthusiasm for football learning can be fostered. Therefore, in football teaching,

teachers should flexibly use a variety of teaching methods in order to promote students' personal development and interest cultivation.

Table 2. Survey on Teaching Methods

Factors affecting teaching methods	student attitude		
	Yes	Usual	No
Is the teaching style innovative	46 (15.97%)	147 (51.04%)	95 (32.99%)
Ability to mobilise student initiative	26 (9.03%)	171 (59.38%)	91 (31.59%)
Is the classroom atmosphere active	58 (20.14%)	126 (43.75%)	104 (36.11%)

2.2 The Influence of Physical Quality on Students' Interest in Football Learning

Football as an intermittent high-intensity sports programme, the flexibility of students, reaction speed and endurance aerobic metabolism and other aspects of certain requirements. If students can gradually adapt to the way of football, but also better to grasp the essentials of football movement, can experience fun in football learning, and can get good exercise effect. In this regard, teachers football course teachers need to start from the students' physical quality, so as to cultivate students' interest in football course learning. From the survey of students' physical fitness can be found, most students are not engaged in special sports, only 9 students engaged in special sports, accounting for 3.24% of the total number of students. In the process of learning football in public sports courses, 68.75% of the students were able to complete the football training, 20.83% of the students were barely able to complete, and 10.42% of the students said that they were not able to complete the football training in public sports courses; on the mastery of the students' learning actions, 50.69% of the students said that they could master it, and 6.6% of the students said that they could not master it, and 42.71% of the students said that they could not master it, and 6.6% of the students said that they could not master it, but they could not master it. In addition, 42.71 per cent of the students said they could barely master the movements; on the question of whether the students were suitable for learning football, 57.99 per cent of the students were suitable for learning football, while 18.05 per cent of the students were not suitable for learning football for individual reasons.

Table 3. Survey on Students' Physical Fitness

Survey on Students' Physical Fitness	student attitude		
	Yes	Usual	No
Are engaged in specialised sports	9 (3.24%)	/	279 (96.76%)
Completion of training	198 (68.75%)	60 (20.83%)	30 (10.42%)
Learning movement mastery	146 (50.69%)	123 (42.71%)	19 (6.6%)
Suitability to learn the football	167 (57.99%)	69 (23.96%)	52 (18.05%)

programme

It can be seen that the majority of students in H universities have a relatively good physical quality, and the teaching of football in public physical education programmes in universities can be carried out. Teachers need to clarify the influencing factors of football learning interest and physical quality related points:

First, the athletic talent that students themselves possess. Certain physical quality and athletic talent may have an impact on students' interest in football learning. For those students who have better physical qualities such as speed, agility and coordination, they may be more likely to excel in football and thus develop an interest; second, students' health awareness: students who have good physical qualities and health awareness usually pay more attention to physical exercise and sports. They may be more willing to participate in football learning because they realise the benefits of football for their physical health and are able to enjoy the pleasure of the sport; thirdly, the self-confidence possessed by the students themselves. Students with certain physical fitness and skills may be more likely to experience success and a sense of achievement in football learning, thus enhancing their self-confidence. This self-confidence may further stimulate their interest in football and their willingness to keep learning and improving; fourth, a good campus cultural environment. The teaching environment and incentives in teaching public physical education in colleges and universities also affect students' interest in football learning. Teaching environments with interesting, positive, encouraging and supportive teaching methods and incentives can motivate students to participate in football learning and increase their interest.

It should be noted that physical fitness is only one of the factors affecting students' interest in learning football, and other factors such as social needs and personal preferences also need to be taken into account. Therefore, in the teaching of public physical education in colleges and universities, various factors should be taken into account to create a good learning atmosphere and experience in order to stimulate students' interest in football learning.

2.3 Influence of Teaching Content on Students' Interest in Football Learning

The innovation of teaching content and the continuous rationalisation of teaching content are the main reasons for enhancing students' interest in football learning. Innovative teaching content is of great significance in enhancing students' high demand learning interest. Through innovative design and practice, teachers can stimulate students' enthusiasm and motivation for learning, meet students' individualised learning needs, and develop students' innovative thinking and problem-solving ability, which will help students develop their full potential and achieve better learning outcomes.

From the viewpoint of teaching content situation in H city colleges and universities, in terms of whether the teaching content is innovative or not, 65.97% of students said that the teaching content is more innovative, 3.13% of students think that the teaching content is not innovative enough, and 30.90% of students think that the degree of innovation of the teaching content is average; in terms of

the professionalism of the teaching content, only 5.55% of students think that the content of the teaching content is not professional, and 16.67% of students think that the teaching of football has professionalism. The vast majority of students think that the teaching content is not professional enough, occupying 77.78%; from the scope of football teaching content, 59.72% of students said that its content is too popular, and 39.24% of students think that college football teaching content is too performative, and only 1.04% think that the content of football teaching has some competitive nature. Only 1.04% think that the content of football teaching has a certain competitive nature. Thus, it can be seen that the content of football teaching in public physical education courses in colleges and universities in H city still needs to be constantly innovated, and its professionalism should also be constantly enhanced. In addition, the scope of football teaching in public physical education courses in colleges and universities in H city should be more inclined to competitiveness, which is beneficial to the subsequent development of intramural football competitions and league activities in colleges and universities.

Teaching content has a great influence on students' interest in football learning. Through the design of appropriate football teaching content, it can stimulate students' interest in learning, improve participation, and cultivate their sustained attention to and love of football. Therefore, in football teaching, teachers should make flexible use of the teaching content to promote students' personal development and interest cultivation.

Table 4. Teaching Content Survey

Survey on Students' Physical Fitness	student attitude		
	Yes	Usual	No
Is it innovative	190 (65.97%)	89 (30.90%)	9 (3.13%)
Availability of expertise	48 (16.67%)	224 (77.78%)	16 (5.55%)
area	popular	competitive	performing
	172 (59.72%)	3 (1.04%)	113 (39.24%)

2.4 The Impact of Teaching Venues on Students' Interest in Football Learning

Venue equipment is an important link to ensure the quality of teaching, the elegant environment of the venue can provide sports players with physical and mental pleasure of the sports environment, perfect and reasonable equipment and equipment can improve the students' enthusiasm and interest in sports, therefore, the venue equipment is also an important factor affecting the interest of college students in sports. H city college football teaching venues influence factors involved in the following three aspects, from the construction of the teaching venue situation 78.82% of the students said that the field equipment has a greater impact on the students' interest in football learning, only 6.25% of the students think that the impact is small, and 14.93% of the students think that the field equipment construction

has a general impact on the students' interest in football learning; from the construction of campus atmosphere, 67.71% of the students think that the campus atmosphere has a greater impact on the students' interest in football learning, and only 1.04% of the students think that the impact is small. students think that the impact is small; from the campus funding situation, 61.80% of students think that the university's funding situation for public physical education football teaching will affect students' interest in football learning, 23.96% of students think that the impact is average, and 14.24% of students think that the funding situation for teaching has a small impact on students' interest in football learning. In football teaching, it is very important to provide students with suitable field conditions, and the construction of field facilities in colleges and universities in H city still needs to be continuously improved, and the atmosphere of football learning on campus needs to be actively constructed by teachers as well as students. In terms of financial investment, schools should also plan to ensure that the activities of colleges and universities can be carried out smoothly.

Table 5. Influence of Teaching Grounds on Students' Interest in Football Learning

Teaching space influencing factors	student attitude		
	have a greater impact	General impact	Less impact
Facilities	227 (78.82%)	43 (14.93%)	18 (6.25%)
Campus atmosphere	195 (67.71%)	90 (31.25%)	3 (1.04%)
Financial inputs	178 (61.80%)	69 (23.96%)	14 (4.24%)

3. Recommendations

3.1 Enhance the Professionalism of Football Teachers

Enhancing the professionalism of football teachers is one of the important strategies for cultivating students' interest in football learning in public physical education classes in colleges and universities. By improving the professionalism of football teachers, the teaching of public physical education in colleges and universities can better cultivate students' interest in football learning and promote students' comprehensive development and healthy growth.

First, provide professional training and education for football teachers. Colleges and universities should provide professional training and education opportunities for football teachers, including professional football coaching certification courses, participation in teaching methodology seminars and experience exchange with other professional teachers. By continuously improving their professional teaching level, football teachers can better understand football skills and tactics and master effective teaching methods, thus enhancing their confidence and ability in teaching.

Secondly, enrich the teaching resources and teaching materials for football teachers. Providing football teachers with rich and diversified teaching resources and teaching materials can help them better design

football courses and teaching activities. These resources can include teaching videos, football teaching materials, training manuals, etc., which can not only help teachers improve their own teaching knowledge and skills, but also provide students with more attractive and practical learning contents.

Third, create a learning atmosphere and opportunities for football teachers. Colleges and universities can organise teaching observation activities for football teachers. This can include inviting outstanding football teachers to conduct demonstration lessons or organising teachers to observe each other's teaching. Through observation, teachers can learn valuable experiences and lessons from other people's teaching practices and further improve their professionalism.

Fourth, establish an internal communication platform. Colleges and universities can establish special internal communication platforms, such as online forums or social media groups, for football teachers to communicate and share experiences with each other. Teachers can ask questions, discuss teaching problems, and share teaching resources and methods on the platform. This can promote interaction and co-operation among teachers and jointly enhance professionalism.

3.2 Adopt Personalised Teaching to Tailor the Teaching to the Students' Needs

The teaching of public physical education in colleges and universities can better cultivate students' interest in football learning, help students discover the charm of football, improve students' football skill level, and make them experience happiness and a sense of achievement in football. In this regard, football teachers need to teach students according to their abilities, adopt personalised teaching to meet the different levels and needs of students' learning requirements, and improve the teaching effect and participation.

Firstly, to establish diversified teaching content. Football teachers according to the interest and ability level of students, design diversified football teaching content, football course teaching content can be combined with students familiar with music, games or films and other elements to introduce football knowledge and skills, to increase the fun and attraction; Secondly, to carry out hierarchical teaching. Teachers based on the students' football skill level, to carry out hierarchical teaching. For beginners, football teachers need to focus on students to carry out basic skills and rules of teaching; for advanced students, teachers need to appropriately increase some technical and tactical training and game practice; for high-level students, football teachers need to provide them with more professional technical guidance and athletic opportunities; third is to guide the students to learn on their own, and give them positive feedback. Football teachers need to encourage students to take the initiative to participate in football learning and provide opportunities and resources for independent learning. For example, football teachers can set up football learning groups or projects to allow students to freely choose what and how to learn, and stimulate their learning interest and creativity. In addition, football teachers need to give students positive encouragement and recognition in a timely manner when teaching football to help them build up their self-confidence and interest, and by praising and rewarding excellent performance, they can effectively stimulate students' enthusiasm and commitment to learning.

3.3 Enriching the Teaching Content of Football Curriculum

Enriching the teaching content of football courses can provide students with diversified learning experiences and meet their interests and needs, so as to effectively cultivate and enhance students' interest in football learning. At the same time, the football course can also promote students' physical and mental health development, teamwork ability and positive values, which is of great significance for their comprehensive quality improvement and overall development. Enriching the content of football courses in public physical education in colleges and universities can better cultivate students' interest in football learning, and diversified teaching methods can also meet students' needs for diversified learning experiences and enhance their love for football.

First, the design of diverse technical training programmes. Football teachers need to design different types of football technical training, including passing, shooting, dribbling, ball control and so on. Through diversified training contents, students can experience the fun and sense of achievement of football skills under diversified technical training programmes; second, carry out football practical simulation exercises. When conducting public physical education courses, football teachers can arrange football matches, rivalry training or activities that simulate match situations, so that students can apply the skills and tactics they have learnt in actual scenarios, which not only can stimulate students' enthusiasm for participation, but also can effectively increase their interest in football matches; thirdly, lectures are offered to introduce the history of football culture as well as the game experience of professional football players. On the one hand, football teachers need to introduce students to the cultural background of football, historical development and famous teams at home and abroad. By explaining the backstory and influence of football, students' interest in football and sense of identity are increased; on the other hand, guest speakers are invited to give lectures. Colleges and universities invite professional football players, coaches or related professionals to give football lectures and sharing. Let students listen to the experiences and stories of successful people to stimulate students' desire and commitment to chase their dreams; fourth, analyse videos related to football matches. Using videos of football matches for technical and tactical analyses allows students to understand the exciting moments and tactical use in high-level matches. In addition, if possible, football teachers can also organise students to observe important football events at home and abroad to increase their love and interest in football; fifth, football themed activities. Colleges and universities create a strong football atmosphere by organising football competitions, football culture festivals, football exhibitions and other thematic activities, with the help of which students can interact and communicate with other students who are interested in football, enhancing their interest and participation.

As a popular national sport, football, with its rich football programmes, can inspire students' participation. Through diversified football activities and training, it helps students feel the fun of football in practice and increases their interest level in the sport.

3.4 Increase the Support of Relevant Teaching Funds

Increasing the support of teaching funds related to football in public sports courses in colleges and universities is one of the important strategies to enhance the cultivation of interest in football learning in the teaching of public sports courses in colleges and universities. By appropriately increasing the investment of teaching funds and using them for the improvement of teaching quality, the improvement of facilities and equipment, the development of activities, and the rewards and incentives for students, the development of football teaching can be effectively promoted, and students' interest and participation in football can be improved.

Providing professional training and coaching support: Using teaching funds, universities can invite professional football coaches or players to conduct training and provide professional guidance and technical support. This will help improve the professional level of teachers and coaches and further stimulate students' interest in football.

First, colleges and universities constantly update and improve their facilities and equipment, and the development of football in public physical education classes in colleges and universities requires appropriate venues and equipment support. In this regard, colleges and universities can use funds to improve the condition of the football field, buy footballs, nets, training equipment and other equipment, so as to provide students with a better football teaching environment. Good venues and equipment will stimulate students' interest in learning and increase their participation.

Secondly, football teachers apply for various kinds of funds from higher authorities to conduct joint football matches and activities with colleges and universities in the region. Teaching funds for public physical education courses in colleges and universities can be used to organise football matches and activities both inside and outside the school. Football teachers can set up school teams to participate in intercollegiate football matches or organise friendly football matches and football exchange activities. Such activities can provide students with more practice opportunities and display platforms, increasing their interest in learning football.

Thirdly, provide teaching awards for teachers and establish teaching incentives. Colleges and universities can use teaching funds to set up awards and incentives, which can encourage more students to actively participate in football courses. For example, the establishment of outstanding student awards, best player awards, etc., to give students in the school football activities outstanding performance recognition and rewards, to stimulate their passion for football and the pursuit of.

Fourth, expanding football cultural exchanges. Teaching funds can be used to organise football cultural exchanges, inviting football celebrities or experts to give talks and share their experiences. Through interaction with professionals, students can learn about the current situation and trend of football development at home and abroad, further stimulating their interest in learning football.

Conclusion

In summary, the study of the influencing factors of football learning interest can provide guidance for the teaching of public physical education classes in colleges and universities, thus promoting educational reform. Understanding the formation and development pattern of students' interest in football learning, teaching content and methods can be designed in a targeted manner to improve students' participation and learning effect on football. The traditional teaching mode of physical education is often based on the transmission of theoretical knowledge and basic skills, and future research can explore innovative football teaching modes, such as gamification teaching, practice-oriented teaching, etc., which can further stimulate students' interest in football learning by increasing the interest and participation. Studying the influencing factors of football learning interest in public physical education teaching in colleges and universities is of great significance in promoting the reform of football education, facilitating the healthy growth of students, and improving the quality of teaching. Future research should focus on multidisciplinary co-operation, combining new technological means and innovative teaching modes to further deepen the understanding of football learning interest and provide scientific basis for practice.

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