

# Research on the cultivation of kindergarten soccer teachers in the context of industry-education integration



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**Abstract:** The main force of kindergarten soccer teachers tends to be younger, which is a good status quo for kindergartens. For primary and secondary schools, the older the teacher's teaching experience will be richer, how to control the students' emotions, the more effective for students to receive knowledge have more scientific methods. Through visiting kindergartens, it is not difficult to find that for kindergarten soccer teachers, young teachers have a lot of energy and vitality in teaching and can create teaching activities that cater to children's preferences. Especially in soccer teaching activities, young kindergarten teachers are better than their older counterparts in terms of demonstration, infectiousness, and flexibility. The desire for new things is higher, the speed of accepting new knowledge is faster, and the effect will be better in the subsequent continuing education and training. As for the older teachers, they have been teaching for a long time and have a fixed teaching mode. Relatively speaking, they are more traditional and lack innovation and vitality in teaching. However, most of the young kindergarten teachers are just entering the workplace, are relatively inexperienced, poor organizational skills, for the emergence of unexpected situations can not be dealt with patiently, timely, and effectively. Older teachers, because of their longer working hours, and children in the teaching and after-school life of a longer period, can more accurately determine what kind of soccer teaching activities are more suitable for children, and will not appear in the classroom out of control, chaotic scenes. Therefore, kindergartens should strengthen the training of new and old teachers, older teachers can not only pass on their rich teaching experience to new teachers but also learn innovative soccer activities that are in line with the development of the times and meet the preferences of young children.

**Keywords:** early childhood soccer, industry-teaching integration, physical education teachers

## 1. Introduction

School soccer is a subordinate concept of school sports in the broad sense, equivalent to "school soccer", which is an important part of school education and school sports, and is a highly planned, purposeful, and organized process of soccer educational activities. In the narrower sense, school soccer refers to the cooperation between the General Administration of Sport and the Ministry of Education, based on the layout of the city's

designated schools (Li, 2012). Young school students as the main participants, with the soccer league as a lever, through a variety of forms of soccer activities, to achieve the enhancement of youth physical fitness, popularization and promotion of soccer, and the discovery and cultivation of soccer talents of practical activities (Hou, 2011). Nowadays, the rapid development of the early childhood soccer education and training market has led to the prominence of early childhood soccer teacher training. Through combing and analyzing the research results of previous researchers, at present, there is a general

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one-sided theoretical knowledge learning in the training process of young children's soccer teacher training, although there are more practical courses, the content of the practical courses such as the setting of the relevance of young children's soccer correlation is relatively low, and the distinction between the practical classes of young children's skills and the courses of young children's preschool education is not high, and it fails to reflect the characteristics of young children's soccer, and there are practical classes of the talent training course settings. More "paper", and lack of specific early childhood soccer teaching practice objects, can not be a better combination of theoretical knowledge of soccer and the actual teaching object, resulting in the deviation of students' teaching ability.

## 2. Analysis of the concept of early childhood soccer teacher training

Li Hu pointed out that: at present, China's soccer teaching content and training methods continue to be updated, especially in the current stage of youth soccer learning and participation in the demand for continuous diversification of the characteristics of how to improve the quality of youth soccer training has become an urgent need to solve a primary problem. In this context, the relevant theories and methods of foreign soccer small-field training have been effectively borrowed, pointing out that at present, China's youth soccer in the case of insufficient venues and personnel should actively absorb the advantages of small-field training, and take the initiative to improve the understanding of small-field soccer from the level of the method (Li, 2020). Li Weidong and He Zhilin believe that some of the following problems are usually encountered in the process of campus soccer:

- (1)the campus soccer management system is not perfect enough;
- (2)there is no complete competition system for school soccer;
- (3) the form of soccer in school is just for show;
- (4)the lack of necessary competition and supervision mechanisms.

(5)Insufficient publicity for school soccer (Li et al , 2011).

The current sports colleges and universities for early childhood soccer teachers should have what theoretical knowledge cognition is still in the exploration stage, in the training program settings, personnel training mode, personnel training objectives, and the actual needs of society there is a certain gap; college teachers in the early childhood soccer teacher training overly emphasize the traditional experience, the concept of teaching lagging, a single method, the content of the teaching is lagging behind the development of early childhood soccer education and teaching activities in the field of practical.

Early childhood soccer teacher training in the concept of lagging, resulting in both traditional physical education teacher training concepts, or the inherent preschool education teacher training ideas, can not be formed with the current early childhood soccer education and training market effective docking, can not ensure the quality of early childhood soccer teacher training. Therefore, according to the demand for teachers in early childhood soccer development, updating the concept of early childhood soccer teacher training can establish the right direction for early childhood soccer teacher training. Influenced by the traditional education concept of "focusing on intelligence rather than physical fitness", kindergarten teachers do not have enough knowledge of the importance of soccer activities, leading to the thought and action of kindergarten soccer activities being ignored. The main purpose of kindergarten soccer is to combine the objective law of growth and development of young children, based on the normal physiological and psychological development of young children, and to carry out activities that are beneficial to the physical development of young children, improve teamwork, and learning sports skills. In practice, because teachers focus on different things, the purpose of teaching in the specific implementation also varies. According to the survey, the purpose of soccer education for young children is to "improve

sports skills", "stimulate interest in sports" and "enhance physical fitness", which is the most important purpose for young children to learn soccer. This shows that most of the teachers have a correct understanding of the purpose of soccer education, which also means that soccer is essential in the minds of teachers. Among them, the full-time teachers are the ones who have the most adequate knowledge, and they are generally able to achieve all the purposes listed below during the teaching process, while the part-time teachers can only achieve some of them during the teaching process. However, how to realize these objectives scientifically and effectively is an important challenge that needs to be solved in early childhood soccer. Therefore, based on clear cognition, systematic training around cognition, and setting up scientific teaching programs that can achieve more purposes at the same time, realizing multiple benefits is the direction of the development of early childhood soccer.

Early childhood soccer teachers are the core of this problem. However, the current shortage and poor quality of early childhood soccer teachers is the primary problem plaguing the current activities of the early childhood soccer education and training industry. The short-term training for early childhood soccer teachers offered by the social or early childhood sports-related industries lacks systematicity, resulting in poor training quality; physical education teachers trained by sports colleges and universities lack courses related to early childhood physical education in their curriculum, which directly leads to the contradiction between the supply of early childhood soccer teachers and the demand for them; and sports colleges and universities offering the direction of early childhood sports in the cultivation of teachers for early childhood soccer due to the lack of docking with the market, the theoretical courses in the curriculum are too much. In the curriculum the theoretical courses are more, the curriculum is relatively obsolete, and the practice class is less and in a single form, a single form of teaching, resulting in a lack of professionalism and relevance of teacher training.

Curriculum is the key to talent training and is an important part of teaching. In talent training to reach corresponding specifications, the curriculum is very critical, the more reasonable curriculum will be able to reach the training objectives, but also the more able to meet the corresponding training specifications, the curriculum and training objectives and training specifications must be consistent, to build the market demand for curriculum system. For this reason, the curriculum of early childhood soccer in higher early childhood teacher training colleges should be set up with the guiding ideology of professionalism, comprehensiveness, and development to build the curriculum system. First of all, early childhood soccer is a highly specialized field, which is special in that teachers not only teach skills but also teach young children to grow up healthily. Therefore, when setting up the early childhood soccer curriculum, we should focus on reflecting the professionalism of early childhood soccer. Secondly, the early childhood soccer curriculum should be set up not only to the needs of young children's own developmental rules but also to consider the comprehensiveness of development. To cultivate multi-talented high-quality talents, it is required that the curriculum structure should include the need to have love and respect for young children, love for the cause of early childhood education, good teamwork spirit, a sense of lifelong learning, a correct view of the child, have abundant energy, good coordination and control of emotions, and harmonious interpersonal relationships. Again, the cultivation of early childhood soccer professionals should pay attention to the development of students' personalities, cultivate their innovative abilities, and improve their sense of self-development. Therefore, the curriculum should give full consideration to the cultivation of students' innovative thinking. The curriculum setting of the early childhood soccer profession should be oriented to the social demand and effectively combine the qualities of teaching ability, professional ethics, subject knowledge, innovation ability, and physical and mental health to build a reasonable curriculum system that meets the market demand. Public

foundation courses: through the social survey on the demand for early childhood soccer professionals to understand that the kindergarten soccer talent requirements for young children pay more attention to the scientific and cultural heritage, and therefore require early childhood soccer professionals should master sufficient scientific and cultural and humanities knowledge, while having strong communication and coordination skills. Therefore, the soccer professional public foundation course curriculum process focuses on reflecting the humanities and social sciences knowledge. Professional basic curriculum: therefore, this aspect of the curriculum should be considered in the training of early childhood soccer talents. The social demand for early childhood soccer professionals is characterized not only by a comprehensive knowledge of the basic theories of early childhood education but also by the ability to implement the soccer profession. Early childhood teachers should not only have the basic educational ability of early childhood teachers but also have the quality of basic skills of soccer education teachers. Therefore, the professional curriculum will combine theory and skills. The professional course settings should focus on: skills that should be strengthened in early childhood soccer game creation ability, early childhood teamwork training ability, early childhood physical fitness training ability, teaching language expression and prompting ability, multimedia teaching technology application ability, teaching resources utilization ability and other aspects of the training; theory: the level of knowledge mastery of young children's health care, the level of knowledge mastery of the early childhood teachers' etiquette, the level of knowledge mastery of the young children's security awareness Theoretical aspects: the level of knowledge of early childhood health care, the level of knowledge of etiquette of early childhood teachers, the level of knowledge of early childhood safety awareness, the level of knowledge of early childhood growth and development and psychological characteristics, and the level of knowledge of special theory of soccer.

Problems in China's early childhood soccer teacher training, with the continuous progress of society, the comprehensive development of young children has become a major concern of society today, by the influence of exam-based education and the concept of "can't lose at the starting line", resulting in an unusually hot market for early childhood education, and early childhood sports are also becoming more and more emphasized by the community, schools, and families. Guo Jian believes that the current impact of test-based education, emphasizing culture over physical fitness has become the main form of teaching (Guo, 2021). The development of the early childhood education market is in urgent need of teachers in all aspects, especially physical education teachers. The soccer teaching quality and ability training of early childhood soccer teachers can promote the improvement of the adaptability of early childhood soccer teachers' positions.

Traditional early childhood soccer teachers' professional ability training focuses mainly on three aspects such as love for early childhood sports, basic theoretical knowledge and teaching skills (Hu, 2009), and under the influence of schools, families, young children, and teachers' emphasis on the effect of early childhood sports courses, the enthusiasm and excitement of young children's participation in sports courses, which leads to the process of cultivating the professional ability of young children's soccer teachers, which only pays attention to skill cultivation and ignores other Cultivation of competence.

In order to further deepen the implementation of the integration of industry and education and the strategy of strengthening the country with higher education, promote the organic convergence of the education chain and talent chain with the industrial chain and innovation chain, and comprehensively improve the level of education and the quality of human resources, it is also necessary to further consolidate the contents of relevant policies and regulations involving the integration of industry and education, refine the rights and responsibilities of the

main subjects of the legal relationship of the integration of industry and education, clarify the goal, nature, content and form of the integration of industry and education, and clarify the relevant legal responsibilities. In addition, it should set up special funds for the integration of industry and education and limit its use, and implement tax exemptions and reductions for the projects of integration of industry and education; it should also set up a committee for the promotion of the integration of industry and education and build a coordination and communication mechanism for the integration of industry and education.

The social demand for sports majors is more diversified, which also puts forward new requirements for the cultivation of sports majors in China. Cultivation objectives are the direction and goal of reform, and are the fundamental basis for the development of talent cultivation programs, the construction of curriculum systems, and the arrangement of teaching plans (He, 2011). In the face of new social needs and new educational concepts, it is necessary to re-examine the training objectives of early childhood soccer teacher training. This is not only the key to the construction of industry-teaching integration training mode, but also the basic content of early childhood soccer teacher education.

Therefore, the specifications of early childhood soccer teacher training under the industry-education fusion training mode are that they should have good moral and ethical qualities, and should be involved in a wide range of sports and early childhood sports knowledge. Improve the campus soccer coach training system system; deepen the understanding of campus soccer coach training law; highlight the cultivation of campus soccer coaches' ideological quality, optimize the curriculum structure of campus soccer coach training; pay attention to the enhancement of campus soccer coaches' learning ability (Xie et al, 2017). And have a reasonable knowledge structure and good humanities, scientific literacy, and understanding of the dynamics of early childhood sports development and development trends, to be able to adapt to the needs of early

childhood soccer education and teaching positions. Early childhood soccer teachers should have strong language organization ability and certain social interaction and adaptability.

### 3. Conclusion

At present, China's early childhood soccer is not fully carried out, only in some cities show a prosperous situation. ECE soccer professional teachers are the pioneers and pioneers of the development of early childhood soccer, the serious lack of professional early childhood soccer teachers not only affects the physical and mental health development of young children but also seriously affects the construction of the "pyramid" of China's youth school soccer, hindering the process of soccer development planning. Therefore, ECE soccer professional teacher training is urgent, relying on the current "drop in the bucket" of ECE physical education teachers and "one-size-fits-all" national training program, not only can't solve the problem of lack of soccer teachers in early childhood education but also cause ECE soccer professional teacher training of "utilitarianism". "Utilitarianism" and "formalization". The state of the current early childhood sports and early childhood soccer teachers continues to increase the degree of importance of the community for the quality of early childhood sports and teaching level requirements are also increasingly enhanced, early childhood soccer teacher talent supply is insufficient as well as the problem of early childhood soccer teacher training began to stand out.

At present, sports colleges and universities have a vague understanding of what theoretical knowledge should be available for early childhood physical education, early childhood soccer teachers should understand the characteristics of early childhood sports development, the physical and mental development of young children's knowledge, without solid theoretical knowledge as a basis, early childhood soccer teachers in the teaching content and methodology can not innovate, and it is difficult to help young children to carry out scientific physical exercise, and even more unable to promote the

education and teaching ability of early childhood soccer teachers. Enhancement. At present, the early childhood soccer teachers trained by sports colleges and universities find it difficult to meet the realistic needs of early childhood sports education training institutions for early childhood education teachers, early childhood soccer teacher training lacks professionalism and relevance. At this stage, the status quo of early childhood soccer teacher training is that preschool education majors do not offer physical education courses, and physical education majors do not offer preschool education courses, which leads to the difficulty of cultivating comprehensive early childhood soccer teacher training personnel.

### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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