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The Educational Value and Practical Pathways of Campus Football Training under the Context of Five-Education Integration

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Abstract: As an important part of school physical education, campus football is of great significance to give full play to its educational function. This article discusses the educational value and practical path of campus football training from the perspective of five-education integration. This article explains the theoretical connotation of five-education integration and its logical connection with campus football, and points out that they are compatible in goal orientation and implementation. Then it analyzes the educational value of campus football training from five aspects: moral, intellectual, physical, aesthetic and labor. Aiming at the problems of educational concept, curriculum, teachers, assessment and guarantee, this article puts forward some practical paths, such as reconstructing objectives, optimizing curriculum, innovating teaching, perfecting assessment and improving coordination. The purpose of this study is to provide theoretical reference and practical guidance for the transformation of campus football from skill teaching to holistic education.

Keywords: Five-education Integration, Campus Football, Educational Value, Practical Path, All-round Development.

1. Introduction

China's basic education is going through a critical period of transition from single subject teaching to comprehensive education mode. Five-education integration is an inevitable requirement to carry out the fundamental task of cultivating people by virtue, and it is also an important path to solve the dilemma of moral, intellectual, physical, artistic and labor separation in current education [1]. The functional orientation of campus football has surpassed the simple physical training and skill imparting, and has been gradually endowed with richer educational connotation [2]. For a long time, influenced by the inertia thinking of exam-oriented education, some schools have obvious utilitarian tendency in carrying out campus football activities [3]. On the one hand, excessive emphasis on competitive performance and selection functions has led to dull and monotonous training content, neglecting the participation experience of most students [4]; On the other hand, separating sports from the other four educational machines fails to fully recognize the multiple educational elements inherent in football itself [5]. This unhealthy phenomenon, which emphasizes skill training over personality training and physical exercise over educational value, limits the maximum release of the educational effectiveness of campus football [6].

Five-education integration is based on the law of people's all-round development, and through curriculum reconstruction, teaching innovation and assessment reform, it realizes the infiltration, complementarity and synergy between all kinds of education [7]. As a collective, antagonistic and strategic sport, football naturally has the attribute of carrying multiple educational functions [8]. It not only strengthens students' physical health, but also is an all-round exercise. Students can cultivate moral judgment and sense of responsibility in the competition situation, and also improve logical thinking and spatial imagination in tactical cooperation [9]. Re-examining campus football training from the perspective of five-education integration is helpful to deepen the understanding of the essence of school physical education, and also provides a new starting point for building a high-quality basic education curriculum system [10].

The existing research mostly focuses on technology and event management, lacking the systematic perspective of five-education integration; Practice mostly stays in the idea advocacy, lacking the applicable courses and implementation paths [11][12]. In view of this, the purpose of this study is to clarify the internal logical relationship between five-education integration and campus football training, analyze the specific educational value of campus football in five dimensions: moral, intellectual, physical, aesthetic and labor, diagnose the outstanding problems in current practice, and put forward targeted practical paths accordingly.

2. The Connotation of Five-education Integration and its Integration with Campus Football

2.1. The Core Essence of Five-education Integration

Five-education integration is based on the Marxist theory of all-round development of human beings, which reconstructs the way of educating people in the context of education in the new era [13]. Its core lies in breaking down the barriers caused by traditional subject teaching, and emphasizing the internal correlation and mutual permeability between education [14]. In this system, moral education is the soul and guides the development direction; Intellectual education is the foundation and provides cognitive support; Physical education is the foundation, laying the cornerstone of body and mind; Aesthetic education is an emotional bond to enhance the spiritual realm; Labor education is a practical way to strengthen responsibility.

Five-education integration emphasizes the cooperative mechanism of promoting moral education, intellectual education, aesthetic education and labor education through sports activities [15]. It requires educators to explore the

comprehensive educational elements in educational activities in the process of implementation, so as to achieve the goal of "one education leads, multiple education goes hand in hand". This integration is through curriculum integration, teaching innovation and environment creation, resulting in a synergistic effect that the overall effect is greater than the sum of the parts.

2.2. Educational Attribute of Campus Football Training

Campus football, as an important carrier of school physical education, although its essential attribute is sports, its educational function far exceeds the physiological level [16]. From the perspective of educational sociology, football field is a miniature social situation, in which students carry out physical activities and experience complex social interaction and psychological experience.

Football training has distinct standardization and discipline. Strict training routines, clear competition rules and authoritative judgments of referees constitute the external framework of student behavior constraints [17]. Football is highly dependent on teamwork. Personal skills are outstanding, and it is difficult to win without the cooperation of teammates. This interdependence naturally cultivates the spirit of collectivism and the ability of cooperation [18]. Football match is full of uncertainty and antagonism. Faced with unexpected situations such as falling behind the score, oppression by opponents or misjudgment by referees, students need to quickly adjust their mentality and make decisions. Football action itself contains a sense of rhythm, strength and coordination, and tactical cooperation pays attention to spatial layout and logical coherence.

2.3. The Relationship between Five-education Integration and Campus Football

The ultimate goal of five-education integration is to cultivate socialist builders and successors with all-round development in morality, intelligence, physique, beauty and labor [19]. The deep appeal of campus football reform is also the return from the pursuit of competitive achievements to the orientation of educating people as the core. Both of them are opposed to one-sided pursuit of a single index, and instead pay attention to the overall improvement of students' core literacy. Campus football, through the basic means of physical exercise, carries multiple missions of shaping character, enlightening wisdom and cultivating sentiment.

Five-education integration needs concrete carriers, and campus football has become an ideal practice platform because of its comprehensiveness, popularity and interest [20]. On the contrary, five-education integration provides theoretical guidance and methodological support for campus football. Traditional football training often focuses on technical action repetition and physical reserve, and it is easy to fall into a boring predicament. After introducing the perspective of five-education integration, teachers can consciously integrate moral education situation, intellectual education elements, aesthetic education experience and labor education practice into their training.

In the perspective of five-education integration, campus football is no longer an isolated extracurricular activity, but an important part of the school curriculum system [21]. It complements other subjects' courses. The reading of football literature in Chinese class, the statistical analysis of data in mathematics class and the design of team logo in art class can all echo with football training. This interdisciplinary linkage not only enriches the cultural connotation of football training, but also enhances the practical application of other disciplines.

3. The Educational Value of Campus Football Training

Campus football training is a kind of embodied educational practice. Its educational value has a far-reaching impact on students' moral, intellectual, physical, aesthetic and labor through physical participation, situational interaction and rule constraints. This kind of influence is subtle and overall. All dimensions are intertwined to form a complete educational map. Table 1 presents the specific direction and mechanism of campus football training in all dimensions.

Table 1. Value Mapping of Campus Football Training in Five Aspects of Education

Five Aspects	Core Educational Goals	Specific Manifestations	Expected Outcomes
Moral (De)	Rule awareness, Team spirit, Willpower	Adhering to rules, Tactical cooperation, Coping with adversity	Form self-disciplined personality, Enhance collective honor
Intellectual (Zhi)	Tactical thinking, Decision-making, Focus	Spatial observation, Instant judgment, Tactical review	Improve logical thinking, Promote cognitive development
Physical (Ti)	Physical health, Sports skills, Living habits	Physical training, Technical practice, Competition participation	Strengthen physique, Cultivate lifelong sports awareness
Aesthetic (Mei)	Aesthetic perception, Coordination, Harmonious experience	Beauty of movement, Team coordination rhythm	Cultivate sentiments, Improve aesthetic literacy
Labor (Lao)	Hard work, Responsibility, Practical ability	Hard training, Equipment organizing, Field maintenance	Temper will, Cultivate labor habits

3.1. Moral Education Value

The internalization of rule consciousness is the basis of moral education. From offside penalty to foul definition, football rules require students to act within the established framework. Long-term training helps students form a sense of awe in the rules and understand that freedom is a basic social norm with boundaries [22]. The cultivation of teamwork spirit is the core. Football emphasizes the cooperation between running without the ball and passing the ball, and personal heroism often leads to defeat in the game. This kind of collectivism experience is irreplaceable in classroom teaching. In addition, the exercise of anti-frustration ability is also an important part. In the face of falling behind the score, being blamed for mistakes or losing the game, students need to learn emotional management and psychological adjustment.

3.2. Intellectual Education Value

Traditional ideas often mistakenly believe that physical education and intellectual education are opposite, but in fact football training can promote cognitive development [23]. The situation of football match is changing rapidly, so students need to observe the spatial distribution, teammates' positions and opponents' movements in high-speed sports, and quickly formulate and implement tactical strategies. This dynamic spatial perception and logical reasoning ability is directly related to the development of mathematical geometry thinking and strategic planning ability. In a high-pressure environment, players need to make a choice of passing, shooting or breaking in a few tenths of a second. This exercises the ability of quick information processing and decisive decision-making. Regular exercise can promote the connection of brain neurons, improve concentration and memory, and then positively migrate to cultural studies.

3.3. Physical Education Value

The value of physical education is the intrinsic value of campus football and the most intuitive manifestation of its effectiveness. Through systematic aerobic and anaerobic mixed training, students' cardiopulmonary function, muscle strength, sensitivity, and coordination are comprehensively improved. Football training helps cultivate students' awareness of lifelong sports. In the process of enjoying the fun of sports, students gradually establish a recognition of a healthy lifestyle and form a habit of active exercise. This lays a physiological foundation for coping with high-intensity learning and work pressure in the future.

3.4. Aesthetic Education Value

Football contains rich aesthetic elements. From an individual perspective, precise ball stopping and elegant passing movements showcase the beauty of combining strength and skill; From a team perspective, smooth cross cutting coordination and tight defensive formations reflect the beauty of order and harmony in rhythm. Students not only create beauty but also appreciate it during training and competitions. This aesthetic experience can cultivate emotions and enhance students' perception of the beauty of body shape, movement rhythm, and teamwork.

3.5. Labor Education Value

The value of labor education is reflected in the daily details of training and public services. Football training often comes with arduous physical exertion, and students persevering in training under the scorching sun or wind and rain is itself a tempering of their qualities of hard work and endurance. Campus football emphasizes that students independently complete related tasks, such as organizing equipment, maintaining the field, cleaning team uniforms, and other daily affairs. These are specific carriers of labor education. Through these practical activities, students experience the hardships and value of labor, cultivate an attitude of respecting and loving labor, and develop a sense of responsibility to serve the collective.

4. Problems in Campus Football Training Practice

Despite the progress and significant increase in popularity of campus football nationwide in recent years, there are still many problems in current training practices from the perspective of five-education integration. These issues constrain the full release of the educational effectiveness of campus football and hinder its transformation from simply imparting skills to cultivating comprehensive literacy.

4.1. Insufficient Understanding of Educational Philosophy

Currently, some school administrators and physical education teachers still have a superficial understanding of the educational attributes of campus football, with a clear utilitarian tendency. On the one hand, the phenomenon of valuing competition over popularization is still common. Many schools excessively focus their resources on cultivating elite members of their school teams, with the aim of achieving rankings through various competitions to showcase their academic achievements, while neglecting the fundamental football courses for all students. This championship oriented approach has led most students to become bystanders and fail to truly enjoy the educational dividends brought by football. On the other hand, the training inertia of valuing skills over literacy is difficult to reverse. During the training process, teachers often overly focus on technical indicators such as passing accuracy and shooting strength, while neglecting the cooperative attitude, rule awareness, and emotional management ability demonstrated by students during training. Five education integration is seen as an additional burden or slogan that has not been internalized as the core logic of training design.

4.2. The Curriculum System is Not Perfect Enough

Curriculum is the carrier of educating people. At present, the campus football curriculum in most schools has not yet formed a systematic and scientific system, and the content is seriously out of line with the goal of five-education integration. Most of the training uses traditional decomposition techniques, such as repeated bouncing the ball and winding the pole, which lacks situational and gamification design. This kind of mechanical repetition reduces students' interest in participation, and it is also difficult to stimulate their tactical thinking and creativity, so the value of intellectual education cannot be reflected. Football curriculum is isolated from other disciplines, and few teachers try to integrate mathematics and statistics, physical mechanics, historical geography or artistic aesthetics into football teaching. For example, when explaining tactics, the concept of geometric space is rarely combined, and when introducing football culture, it is rarely related to historical background, which makes it difficult for students to establish horizontal connections between knowledge. Most schools directly apply common textbooks, lacking personalized curriculum design based on the characteristics of students and cultural resources, which is difficult to meet the diversified educational needs.

4.3. The Teaching Staff Needs to Be Strengthened

Teachers are the key subjects in implementing five-education integration. At present, there are obvious deficiencies in the quantity and quality of campus football teachers. Many grass-roots schools are temporarily replaced by non-football-specialized physical education teachers who are also football coaches, even by teachers from other disciplines, lacking systematic football professional

knowledge and training methods. Even if they have professional football skills, many teachers lack the instructional design ability to organically integrate elements such as moral education and aesthetic education into training. They are used to instruction teaching and are not good at stimulating students' intrinsic motivation through inspiration, guidance and situational creation. The existing teacher training mostly focuses on the updating of skills and tactics or the interpretation of referee rules, and there are few special trainings on the concept of five-education integration, interdisciplinary teaching methods and students' psychological counseling.

4.4. The Assessment Mechanism is Not Sound Enough

At present, the assessment system of campus football is still deeply influenced by the traditional physical education test mode, which is difficult to fully reflect the comprehensive development of students. The assessment mainly focuses on physical fitness data and technical action compliance rate, and lacks quantitative or qualitative assessment standards for students' performance in teamwork, rule compliance, will quality and aesthetic experience. The assessment methods are mostly summative assessment, that is, judging the results through the final test or competition results, ignoring the progress, effort and attitude change of students in the training process. The right of assessment is mainly in the hands of teachers, and students' self-assessment, mutual assessment and the participation of parents, communities and other parties are insufficient. This leads to the lack of comprehensiveness and objectivity of the assessment results, which can not effectively feedback and improve teaching practice.

4.5. There are Shortcomings in the Guarantee Conditions

A good external environment is the guarantee of five-education integration. In terms of hardware facilities, some schools, especially those in rural or remote areas, lack the number and quality of football venues, and lack the necessary training equipment and multimedia teaching equipment. This limits the development of diversified teaching activities. In terms of software support, the cooperative education mechanism between home and school has not been effectively established. Parents' cognition of football training is still biased, fearing that it will affect their studies and their support is limited; There is a lack of stable cooperation channels between social clubs, community resources and schools, and it is difficult to introduce high-quality off-campus educational resources into the campus. In addition, the cultural atmosphere of campus football is not strong enough, and it is difficult to form a good ecology of full participation and holistic education because of the lack of continuous publicity activities and cultural accumulation.

5. Practical Path of Campus Football Training

In view of the problems existing in the current campus football training practice, such as concept deviation, single curriculum and one-sided assessment, it is necessary to take the concept of five-education integration as a guide and reconstruct the system from five dimensions: goal, curriculum, teaching, assessment and guarantee, so as to promote the steady transformation of campus football to holistic education.

5.1. Reconstruct the Target System of Educating People

The goal is the starting point of practice. Schools should abandon the theory of achievement and pure skill orientation and embed the concept of five-education integration into the top-level design of campus football training. It is necessary to build a compound target system with core literacy as the core. On the overall goal, it emphasizes the promotion of students' physical and mental health development and sound personality shaping through football; On the stratification goal, according to the law of students' cognitive and physical development in different classes, the progressive education index is formulated. For example, the lower grades of primary school focus on interest cultivation and rule perception, while the upper grades focus on teamwork and tactical understanding; In the middle school stage, the cultivation of will quality and responsibility will be further deepened. By clarifying the specific direction of each dimension, moral education, intellectual education, physical education, aesthetic education and labor education can be organically unified in the training objectives. In this study, the framework of five-education integration campus football training objectives is constructed (Figure 1).

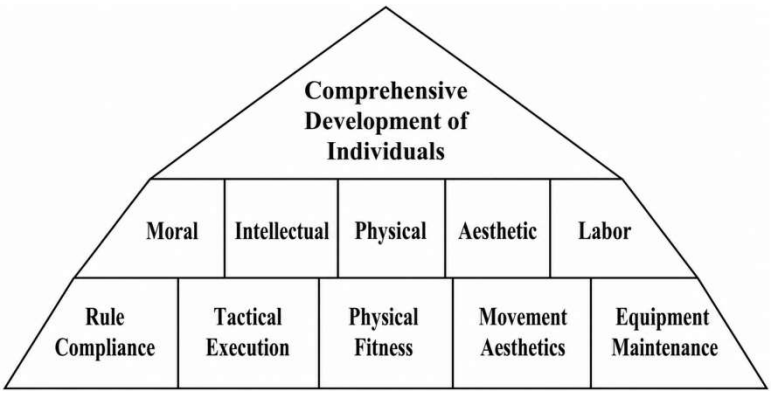


Figure 1. Five-education integration football training target system

5.2. Optimize the Course Content Design

The course content is the carrier to carry out the educational goal. In view of the current boring training content and insufficient interdisciplinary integration, schools should develop school-based football courses with the characteristics of five-education integration based on their own reality. First of all, we should dig deep into the diversified educational

elements of football itself. The rule education is integrated into technical training, and the will training is strengthened in physical training, so that a single skill exercise has a compound educational function. Secondly, interdisciplinary thematic currency design should also be explored. It is necessary to break down the barriers of disciplines and organically link football with Chinese, mathematics, fine arts, labor and other disciplines. For example, a football data statistics and analysis module can be designed to combine mathematical probability with game replay; Team logo and jersey design module can be designed to integrate art aesthetics and campus culture; It is also necessary to design a site leveling and equipment storage module to implement labor education. Through modular and thematic curriculum reorganization, we can enrich the cultural connotation of football training and enhance students' comprehensive cognitive ability. The design logic of interdisciplinary football curriculum module is shown in Figure 2.

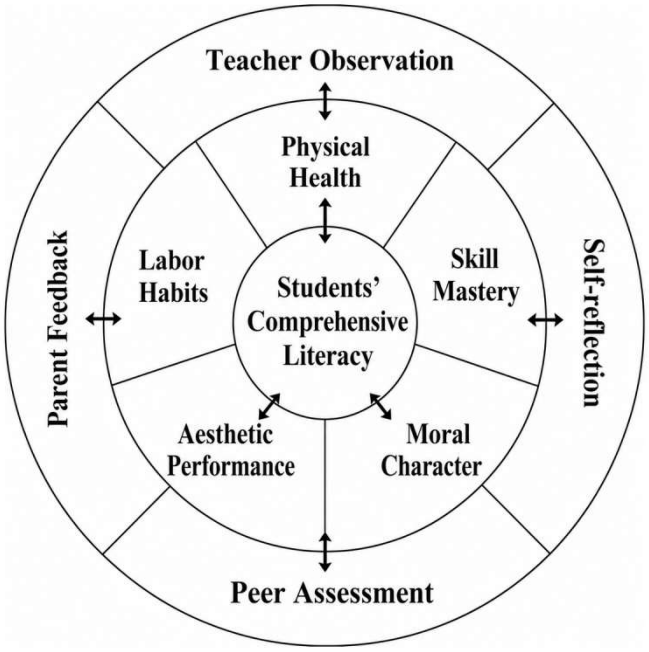


Figure 2. Module design of interdisciplinary football theme course

5.3. Innovative Training Teaching Mode

The transformation of teaching mode is the key link to realize five-education integration. Traditional instruction and mechanical repetitive training are difficult to stimulate students' intrinsic motivation, so it is necessary to change to situational, game-based and inquiry-based teaching. Teachers should create real competition situations in training, so that students can find, analyze and solve problems independently in complex and changeable confrontation. For example, a small competition is used instead of a single practice around the pole. This can improve the times of touching the ball, and force students to make quick decisions under high pressure, and exercise tactical thinking and adaptability. At the same time, the cooperative learning mode is implemented to encourage students to take turns as team leaders, referees or tactical analysts in the group. Students experience the responsibilities of different positions through role exchange, and cultivate service awareness and leadership. This student-centered teaching model can effectively promote the synchronous development of knowledge, skills and emotional attitudes.

5.4. Improve the Multi-dimensional Assessment Mechanism

Assessment mechanism has a strong guiding role in teaching practice. Aiming at the problems of single assessment dimension and lack of process, it is necessary to build a scientific and three-dimensional comprehensive assessment system. In the assessment dimension, it should be expanded from a single physical fitness and technical test to a multi-dimensional index covering sports participation, healthy behavior, physical education morality and interdisciplinary literacy. In the way of assessment, combining the process and summative assessment, the progress of students in teamwork, frustration resistance and rule consciousness is recorded through the tools of growing portfolio and training log. In addition, it is necessary to broaden the assessment subjects and establish a multi-assessment network combining teacher assessment, student self-assessment, peer assessment and parents' feedback. Multi-dimensional data collection and feedback can help students fully understand themselves and provide objective basis for teachers to adjust teaching strategies. The five-education integration multidimensional assessment model of campus football is shown in Figure 3.

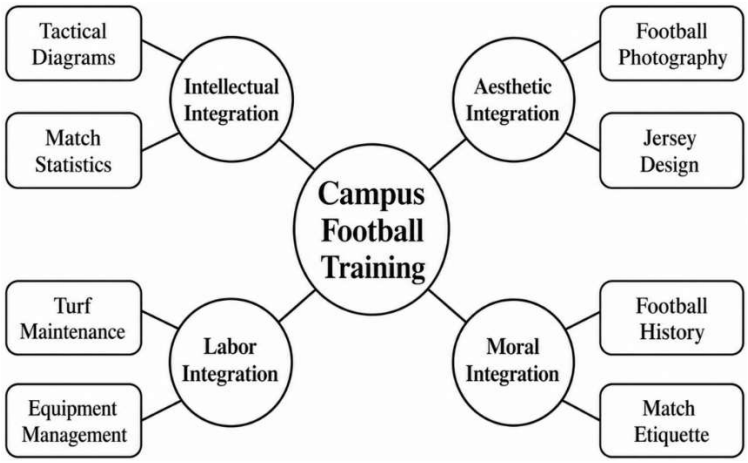


Figure 3. Five-education integration assessment model of campus football

5.5. Establish a Cooperative Guarantee Mechanism

The landing of five-education integration is inseparable from systematic external support. Schools should regularly organize physical education teachers to carry out special training on five-education integration to improve their interdisciplinary teaching design and students' psychological counseling ability; At the same time, it is necessary to establish a teaching and research community of physical education teachers, class teachers and teachers of other disciplines to jointly explore the implementation strategy of football education. Secondly, it is necessary to improve hardware facilities and resource guarantee. The school has increased its investment in football venues, training equipment and multimedia teaching equipment, providing a material basis for the development of diversified teaching activities. Finally, the school should deepen the cooperative education mechanism between home and school. By holding parents' open days, parent-child football matches and other activities, parents' cognitive bias on football training will be changed and family support will be won; Actively introduce social high-quality football clubs, retired athletes and community resources, and form a campus football cultural ecology with complementary and multi-party linkage.

6. Implementation Difficulties and Coping Strategies

Some parents are concerned that football training may encroach on their study time for cultural courses, resulting in a low willingness to participate. In this regard, schools should optimize time management, deeply integrate football training with after-school extended services, and improve time utilization efficiency. An academic warning and assistance mechanism can also be established to promptly arrange subject teachers to provide targeted counseling for students whose grades fluctuate due to training.

Football, as a high-intensity competitive sport, objectively carries the risk of sports injuries. The school needs to improve its safety management system and strictly implement warm-up procedures and site equipment safety inspections before training. In addition, a sound campus sports accident insurance mechanism should be established to alleviate the psychological pressure on physical education teachers to carry out adversarial training through institutional guarantees.

The dimensions of moral education and aesthetic education in five-education integration are mostly qualitative assessments, which tend to rely on teachers' subjective judgments and lack unified standards. It is suggested that schools gradually introduce digital assessment tools, such as using wearable devices to record students' exercise load, and combining video analysis technology to record tactical positioning and team collaboration frequency. By converting some qualitative indicators into visualized quantitative data, the scientificity of comprehensive assessment can be effectively improved.

7. Conclusion

This study focuses on the educational value and practical path of campus football training under the background of five-education integration. Five-education integration emphasizes the coordinated development and mutual penetration of morality, intelligence, body, beauty and labor. As a comprehensive physical education sport, campus football naturally has the attribute of carrying multiple educational functions. The two are highly consistent in the fundamental goal of cultivating all-round development people, and can form a complementary symbiotic relationship in the implementation process. Campus football training has multi-dimensional educational value. At the level of moral education, it can cultivate students' sense of rules, team spirit and will quality; At the level of intellectual education, it is helpful to improve tactical thinking, decision-making ability and concentration; At the level of physical education, promote the all-round development of physical quality and the formation of healthy habits; On the aesthetic education level, provide sports aesthetic experience and harmonious cooperation feeling; At the level of labor education, temper the hard-working quality and sense of responsibility. The landing of five-education integration is restricted by the utilitarian concept of educating people, the simplification of curriculum content, the short structure of teachers, the one-sided assessment mechanism and the unbalanced guarantee conditions. The school should make concerted efforts from five aspects: objectives, courses, teaching, assessment and guarantee to build a scientific and perfect campus football training system.

The theoretical contribution lies in clarifying the internal relationship between five-education integration and campus football and constructing an analytical framework for educating people. The practical significance lies in providing operational path reference for front-line teachers. There are still some limitations in the research: the empirical data support is still insufficient, and the differences between different regions and different segments are not deeply discussed. In the future, the mixed research method of quantitative and qualitative research can be used to carry out long-term follow-up investigation to further verify the effectiveness of the practice path of five-education integration.

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