

The Construction of “Learning-Practice-Match-Assessment” Integration Mode in Soccer Teaching

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Abstract:

This paper focuses on the construction of “Learning-Practice-Match-Assessment” integration mode in soccer teaching, and the objective of the research is to grasp the problems in the construction of this mode and explore the strategies for the construction of the mode. Under the application of the two methods of teaching observation and logical analysis, it is necessary to first elaborate the connotation of “learning-practice-match-evaluation” integrated mode, analyze the key elements and affirm its value. On this basis, the common problems in the construction of the model are identified, and the problems of low autonomy of students’ learning and insufficient guidance of soccer training are interpreted in detail. Combined with the performance of the problems, it proposes the strategies of independent learning to stimulate students’ interest in learning. Strategies such as efficient training and hierarchical training guidance are aimed at providing certain references for the construction of related models and high-quality football teaching.

Keywords:

Soccer teaching
“Learning-practice-match-evaluation”
integration
Training guidance

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1. Introduction

Soccer is the most popular sport in the world. In recent years, the degree of attention to soccer in schools has been increasing, the soccer teaching environment is better, and the quality of soccer teaching in most schools has been improved compared with the past. In recent years, the construction of “learning-practice-match-evaluation” integration mode has received much attention. It is more desirable to teach soccer based on this mode, and some

schools have made more attempts in the construction of this mode^[1]. However, further observation, comparison and analysis can be found that the construction of the relevant model needs to take into account different points, and at the same time will be affected by many factors. For this reason, it is necessary to explore the construction strategy of “learning-practice-match-evaluation” integration mode in the new era of soccer teaching.

2. Overview of the construction of the “learning-practice-match-evaluation” integrated mode in soccer teaching

2.1. Connotation of the integrated model

The construction of the integrated mode of “learning-practice-match-evaluation” in soccer teaching refers to the systematic arrangement for soccer teaching based on the close integration of students’ “learning”, “practice”, “match” and “evaluation” in the teaching of soccer ^[2]. Students’ learning encompasses both the acquisition of soccer knowledge and skills and the development of effective learning habits. Practice refers to the structured organization and execution of soccer-related training activities. Match involves the planning, development, and implementation of games, using competition both as a training tool and a means to enhance learning. Evaluation is the systematic assessment of soccer instruction, serving as a key method for understanding and improving the effectiveness of teaching. Different from the traditional teaching mode, “learning-practice-match-evaluation” integrated mode advocates the combination of theoretical teaching and practical teaching together, and at the same time attach importance to the teaching role of soccer training, soccer games. The construction and operation of this model will have many effects on soccer teaching, and the construction of the relevant model naturally has rich connotation ^[3].

2.2. The key elements of the integrated model construction

The construction of the integrated model of “learning-practice-match-evaluation” in soccer teaching is not simply a matter of integrating “learning”, “practice”, “match”, and “evaluation” together. The key elements that need to be taken into account are more diverse. In the “learning” level, change passive learning to active “learning”, advocating efficient and happy learning is the key issue ^[4]. At the level of “practice”, the combination of “learning” and “use” of soccer skills is the key issue, and it is also the most basic form of practical teaching. At the level of “match”, the key point is to play the role of training through matches and promoting learning through matches. At the level of “evaluation”, making full use of the evaluation results based on good teaching evaluation is the key issue. Organizing effective “practice” based on

students’ “learning”, better influencing “learning” and “practice” based on “competition”, and systematically conducting “evaluation” are the underlying logics in the construction of the integrated model of “learning-practice-competition-evaluation” in soccer teaching. For schools and teachers, they should also fully consider the key factors to build a new soccer teaching model ^[5].

2.3. The specific value of the integrated model

The reason why advocating the construction of “learning-practice-match-evaluation” integration mode in soccer teaching is closely related to its important value. In a nutshell, its specific value is mainly reflected in the two levels of teacher “teaching” and student “learning” ^[6]. From the perspective of the teacher’s “teaching”, various sports training, competitions, and so on greatly enhance the level of soccer teaching. Teaching during training and conducting high-quality training in combination with competitions will make football teaching more systematic and comprehensive. After continuous innovation to meet students’ learning needs, the innovativeness of football teaching can also be further enhanced. The effectiveness of soccer teaching can be further enhanced as its content becomes richer and its instructional methods more innovative. From the perspective of students’ learning, the construction of the integrated mode of “learning-practice-match-evaluation” can closely combine the “learning” and “use” of soccer knowledge. This is a great help to deepen the understanding of soccer and to cultivate and improve the students’ soccer ability. For this reason, schools and teachers should explore more in the construction of the integrated mode of “learning-practice-match-evaluation”.

3. Problems in the construction of the integrated model of “learning-practice-match-evaluation” in soccer teaching

3.1. The low autonomy of students’ learning

An analysis of soccer teaching in some schools reveals that certain students have developed a habit of passive learning. In the construction of the integrated model of “learning-practice-match-evaluation”, many teachers still take “teaching” as the leading role, and do not pay much attention to highlighting the students’ subjective status. In this case, the students’ autonomy in soccer knowledge

learning and skill learning is low, and their initiative to participate in soccer training and competition is relatively low. More seriously, the traditional teaching method is used for a long time because it does not pay attention to the cultivation of students' autonomy in "learning". When teachers deliver soccer instruction in a mechanical manner and conduct training without engagement or flexibility, the overall appeal of the teaching to students tends to remain low. In a certain sense, when soccer teaching is not interesting enough and it is difficult to effectively cultivate students' autonomy in the level of "learning", the effective construction of the integrated mode of "learning-practice-match-evaluation" will be very difficult ^[7].

3.2. Insufficient guidance for soccer training

In the "learning-practice-match-evaluation" integrated model construction, soccer training is an important medium for practicing the "learning" and "use" of soccer knowledge. The importance of soccer training in the construction of the relevant model is self-evident, but the soccer training level in the construction of this model often lacks effective guidance ^[8]. For example, some teachers did not do a good job of careful observation when organizing student training, and the lack of observation in the early stage makes it difficult to fully grasp the students' sports foundation and differences in athletic ability. In such cases, the design of training content and the arrangement of training tasks often lack relevance and coherence. Some teachers also require students to conduct mechanical training attempts after assigning training tasks. During this process, the participation of teachers is relatively low, and naturally, they are unable to guide students in combination with the individual performance differences of students. Due to the lack of effective guidance, training in soccer teaching can easily become a formality, and the lack of training is not conducive to students achieving good results in soccer games. This shows that the lack of training guidance is also a basic problem in the construction of the relevant model.

3.3. The single form of soccer matches

The role of the soccer game is reflected in the two aspects: training through matches and promoting learning

through matches, and "game" is also the core link in the integrated mode of "learning-practice-match-evaluation". Although some schools have invested considerable effort in developing the integrated "learning-practice-match-evaluation" model, the format of soccer matches remains relatively limited. For example, many schools only organize small-scale soccer matches within the school, and it is difficult for students to play soccer matches with students from other schools. The influence of small-scale soccer matches is limited and the number of participants is small, which is not conducive to students' learning and growth in the matches. Not only that, the lack of professionalism in the soccer matches organized by some schools and the single format of the matches also led to the low motivation of some students in participating in the matches. Even if specific tournaments are organized and carried out, the influence of soccer matches is limited, and it is difficult to give full play to the role of soccer matches as a substitute for training and promotion of teaching in the integrated mode of "learning-practice-match-evaluation" ^[9].

3.4. Lack of comprehensiveness in teaching evaluation

In the construction of the integrated model of "learning-practice-match-evaluation" in soccer teaching, the role of teaching evaluation is to help teachers grasp the teaching situation, which can also reflect the application of teaching methods and the performance of different students in soccer. However, the role of teaching evaluation needs to be played on the premise of accurate and effective evaluation. Through observation, it can be found that the problem of insufficient comprehensiveness of teaching evaluation is likely to occur in the construction of the integrated mode of "learning-practice-match-evaluation". For example, in some schools, teachers serve as the sole evaluators in soccer teaching, with minimal student involvement in the evaluation process, resulting in certain limitations in the effectiveness of teaching assessment. The result-oriented evaluation is also limited when evaluating, for example, the final training results and match results are overly emphasized. Under the influence of this problem, it is difficult for the evaluation results to fully reflect the students' soccer knowledge learning, training, and game performance, and the subsequent

teaching adjustment and optimization will also lack effective reference.

4. The specific strategies for the construction of “learning-practice-match-evaluation” integration mode in soccer teaching

4.1. Independent learning to stimulate students’ interest in learning

Soccer teaching “learning-practice-match-evaluation” integration mode should first drive students to learn on their own. Adjustments in teaching, training, and related areas can help stimulate students’ interest and encourage independent learning driven by their intrinsic motivation. For example, teachers can organize “relay with the ball” and “catch the pass shot” and other game activities. In these game activities, technical activities such as passing the ball with one foot, quickly passing after stopping the ball, receiving through balls, and shooting from crosses can be embedded. While embedding soccer techniques and tactics in the game, students should be guided to train independently around specific techniques and tactics. Teachers can also set up the side road passing tactics and a variety of free kick tactics in daily teaching tasks, based on technical and tactical cooperation with the task of driving students to learn independently. Personalized learning and training plans should be formulated for different students, thereby cultivating their autonomy in the learning of football knowledge and football training. After fully highlighting the students’ subjective position and actively guiding them to independent learning, the students’ higher interest in sports can also help them develop good learning and training habits, which naturally contributes to the construction and operation of the integrated mode of “learning-practice-match-evaluation”.

4.2. Efficient practice and training guidance at different levels

In the construction of the integrated model of “learning-practice-match-evaluation” in soccer teaching, it is necessary to organize students to carry out high-efficiency training, and based on high-efficiency training, provide targeted guidance to students to help them master more knowledge of soccer, so that students can

master more soccer sports technology and tactics ^[10]. For example, teachers should design shooting training tasks by incorporating variations in distance, angle, and shooting techniques. When assigning training tasks and organizing students to train, dynamic assessment and observation should be done well. Some students have poor shooting performance. In this regard, teachers can provide guidance to them by combining the point of contact with the ball and adjusting the shooting force. There are also some students whose shooting performance is good. The teacher provides guidance on mastering technical essentials, maintaining body balance, and adjusting posture during shooting. In soccer training, teachers’ instruction, students’ learning, and dynamic assessment based on differentiated guidance should be closely integrated. This approach helps students identify weaknesses in their technical and tactical application and make continuous improvements, ultimately enhancing their performance.

4.3. Practical matches, continuous innovation in the form of matches

Soccer matches can help teachers clarify the focus of soccer training to a certain extent, and at the same time, the preparation based on the matches can also point out the direction for soccer teaching. In constructing the “learning-practice-match-evaluation” integrated model, it is essential to organize high-quality games and encourage student participation in competitive inter-school matches, allowing soccer games to become a vital component of soccer teaching. For example, after organizing students to participate in inter-school competitions, teachers need to explain the technical points of the game formation change drills, high press tactical drills, etc. Meanwhile, the teacher organized the students to undergo specialized training, further refining the teaching and training content around the competition, enabling the students to have a correct attitude in knowledge learning, technical and tactical drills, and training. Schools can also organize intramural leagues and club competitions, offering a variety of awards to encourage student participation. Teachers should align game-based teaching and training with a focus on evaluating students’ performance during matches, enabling students to improve their soccer skills through continuous involvement in competitive activities.

4.4. Comprehensive evaluation and build a perfect evaluation system

Soccer teaching “learning-practice-match-evaluation” integrated model construction needs to build a perfect evaluation system, and strive to evaluate from multiple perspectives. From the perspective of teaching evaluation subject diversification, the school, teachers, and students should become the main body of the evaluation of soccer teaching. Schools should assess the development and implementation of teachers’ instructional programs. Teachers need to carefully select appropriate teaching methods and evaluate students’ learning of soccer knowledge, training outcomes, and game performance. Students should also be involved in evaluating teamwork, execution of technical and tactical drills, as well as their own training and match performance. In this process, teacher evaluation needs to be closely integrated with student evaluation. Teachers need to communicate with students in detail when they find that students’ daily learning and special training performance are insufficient, and provide personalized guidance in this process. When teachers find that students’ football performance is insufficient during the competition, they should provide targeted assistance based on the students’ positions in future teaching and training, and continuously optimize the subsequent teaching and training based on the evaluation results. By improving

the evaluation system and continuously optimizing it at the three levels of “learning”, “practice”, and “match” based on the evaluation results, the integrated model of “learning-practice-match-evaluation” can naturally be well constructed.

5. Conclusion

The study reveals that the construction of the integrated “learning-practice-match-evaluation” model in soccer teaching is rich in content and encompasses multiple key elements. Its value is reflected at both the teaching and learning levels. The value of the construction of the relevant model is also reflected in the two levels of “teaching” and “learning”. Although there are some problems in the construction of the model, they are not insurmountable. It is more important to combine independent learning, efficient practice, practical competition, and comprehensive evaluation together, which is of great help to the construction of the relevant model. Meanwhile, during the construction of the relevant models, it is also necessary to conduct phased reviews and analyze the operation status of the relevant models. In this way, the integrated model of “learning-practice-match-evaluation” is continuously optimized to ensure that its operation can better support football teaching.

Disclosure statement

The author declares no conflict of interest.

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