



Research Paper

Developing a Teaching Method for Basic Techniques in Football for First-Year Students at Thai Nguyen University of Technology

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Abstract

Stamina training constitutes a vital aspect of university-level physical education, particularly for first-year students, as it aims to enhance physical fitness and cultivate lifelong exercise habits. Nonetheless, current observations reveal that many students have limited cardiovascular endurance. This study introduces a meticulously designed 10-week stamina training regimen within the Athletics curriculum at Thai Nguyen University of Technology, created through document analysis, pedagogical observation, and accumulated teaching experience. The program incorporates continuous running, variable-speed running, interval running, and movement-oriented games, adhering to principles of progressive training volume. Its implementation is expected to significantly improve the instructional efficacy within the Athletics curriculum.

Keywords

stamina training, athletics, physical education, university students, training program

I. Introduction

The advantages of playing football extend far beyond physical health. On the pitch, players engage in various dynamic movements—sprinting, sharp turns, passing, shooting, and tackling—that collectively boost cardiovascular endurance, muscle strength, speed, and coordination. Moreover, the sport fosters essential mental abilities such as quick decision-making, situational awareness, and strategic thinking under pressure. For university students in particular, football offers unique opportunities to cultivate crucial soft skills. The inherently team-oriented nature of the game necessitates effective communication and collaboration to achieve mutual objectives, fostering traits like unity, teamwork, and adaptability. Beyond skill development, football serves as a stress-relief mechanism for students facing rigorous academic workloads while contributing to a vibrant and supportive campus environment. At Thai Nguyen University of Technology (TNUT), physical education forms an integral part of the curriculum for first-year students. A range of sports—including athletics, volleyball, badminton, and football—is offered, with football consistently emerging as a favorite due to its dynamic and inclusive nature. The TNUT student body primarily comprises individuals pursuing demanding technical majors such as mechanical engineering, electrical engineering, electronics, automotive engineering, and information technology. These disciplines often involve intensive coursework and practical training, leaving limited time for regular physical activity. Consequently, physical education classes are particularly vital in helping students maintain their physical health and overall well-being. However, teaching football to first-year students does come with challenges, primarily due to their varying skill levels and prior exposure to the sport. While some students possess strong foundations from prior training in high school or clubs, others may have little to no experience beyond casual play. This disparity can create difficulties when conducting technical drills or introducing tactical concepts. One recurring issue among novice players is their struggle with executing basic techniques such as dribbling, passing, receiving, and shooting. Without proper guidance, these students risk forming incorrect habits that can impede their long-term development in the sport. Thus, adopting a tailored instructional approach that accommodates their diverse physical capabilities and varying levels of expertise becomes essential. To address these challenges effectively, research aimed at developing innovative teaching methods for fundamental football techniques is crucial. Such efforts could not only improve the quality of physical education at TNUT but also foster a greater interest in campus sports activities. By refining training approaches and addressing individual student needs, the university can enhance both engagement and skill acquisition among its learners.

II. Research Methods

2.1. Method of synthesizing and analyzing documents

This method was used to collect and analyze scientific documents related to football teaching methods and basic technique training in sports. The referenced documents include football textbooks, monographs, and scientific articles in the field of physical education.

Synthesizing these documents helps identify effective teaching principles and methods in developing learners' basic techniques.

2.2. Pedagogical observation method

The pedagogical observation method was applied during the teaching of the football subject to evaluate students' ability to perform techniques. Through observing practical sessions, lecturers could identify common technical errors made by students and determine appropriate teaching methods.

2.3. Method of analyzing teaching experience

The study also relied on the practical experience of lecturers in the process of teaching football at Thai Nguyen University of Technology. Synthesizing and analyzing teaching experiences helps build a system of exercises and teaching methods suitable for the actual conditions of the university.

III. Theoretical Basis of Football Technique Teaching

3.1. Concept of football technique

Football technique is a system of motor movements used during competition to control the ball and execute team tactics. Basic techniques in football include dribbling, passing, receiving, shooting, and tackling the ball. Mastering basic techniques is a necessary condition for players to participate effectively in competitions.

3.2. The role of basic techniques

Basic techniques play an important role in developing students' football playing ability. When students master basic techniques, they can control the ball better, perform movements more accurately, and coordinate effectively with teammates.

In addition, learning football techniques also helps develop physical qualities such as speed, endurance, coordination ability, and reflexes.

3.3. Principles of teaching sports techniques

In teaching sports techniques, several basic principles must be followed:

- From easy to difficult
- From simple to complex
- From slow to fast
- From individual to group coordination

Applying these principles helps students absorb techniques effectively and minimizes errors during the learning process.

IV. Developing a Teaching Method for Basic Football Techniques

4.1. Principles of developing the teaching program The development of a teaching method for basic football techniques for first-year students must be based on several fundamental principles:

- Suitable for students' initial level
- Gradually increasing the difficulty of exercises
- Combining theory and practice
- Increasing students' actual movement time

The teaching method should help students gradually become familiar with basic techniques, progressing from simple to complex, while creating a positive and lively learning environment.

4.2. Content of basic football technique teaching The basic techniques that need to be taught to first-year students include:

- Dribbling
- Passing
- Receiving
- Shooting

These techniques form the foundation for students to participate in matches and perform tactical exercises later.

Table 1. Content of the basic football technique teaching program (10 weeks)

Week	Main Content	Typical Exercises
1	Introduction to the subject and basic rules	Warm-up, familiarization with the ball
2	Dribbling technique	Slow dribbling, dribbling through cones
3	Dribbling with direction changes	Zig-zag dribbling
4	Passing technique	Short passing in pairs
5	Moving while passing	Passing in groups
6	Receiving technique	Receiving with the inside of the foot
7	Receiving and passing	3-person coordination exercises
8	Shooting technique	Shooting into the goal
9	Combining techniques	Small-sided matches
10	Matches and assessment	Mini matches

4.3. Analysis of the teaching method

Instructing first-year students on fundamental football techniques demands that educators deliver their lessons in a manner that is systematic, detailed, and firmly grounded in scientific principles of motor learning and skill acquisition. The pedagogical strategies employed must emphasize precision, engagement, and progressive development to ensure effective assimilation of key football skills. When introducing dribbling, instructors should focus on teaching students to adeptly control the ball using the inside and instep of their feet while maintaining forward movement. Structured practice sessions involving tasks such as navigating through cones are particularly effective in enhancing ball control and fostering agility for rapid directional changes—a core competency in dynamic game scenarios. Regarding passing techniques, students must master the use of the inside of the foot to achieve precision in delivering accurate passes. Engaging students in pair-based or small group activities centered on passing helps reinforce technical proficiency while simultaneously promoting communication and coordination skills—attributes critical for cohesive team play. For ball reception skills, the emphasis should be placed on enabling students to effectively control the ball upon first contact with their foot. Incorporating drills that simulate receiving balls from diverse angles can significantly elevate students' competency in handling varied field situations, thereby improving their adaptability during gameplay. The execution of shooting techniques warrants particular attention to components such as proper placement of the supporting foot, optimal body posture, and precise point-of-contact with the ball to ensure both power and accuracy. Providing detailed, step-by-step instruction for these elements facilitates a comprehensive understanding of the mechanics involved. Integrating these discrete skills within small-sided matches affords students valuable opportunities to apply their learning in practical, game-like contexts. These matches not only replicate real-world conditions but also nurture essential competencies such as decision-making under pressure, seamless cooperation with teammates, and responsiveness to rapidly evolving situations on the field.

V. Results and discussion

Through empirical insights gained during football instruction for first-year students at Thai Nguyen University of Technology, several pedagogical strategies stand out as particularly effective in cultivating foundational football proficiency. A structured curriculum rooted in progressive complexity emerges as a cornerstone for successful skill development. By prioritizing fundamental exercises at initial stages, students build confidence and gradually acclimate to more multifaceted techniques without experiencing undue cognitive or physical burden. Furthermore, group-based instructional methods have proven advantageous in enhancing student engagement. Given the logistical challenges of large class sizes in physical education settings, dividing students into smaller units optimizes interaction with the ball and ensures equitable participation. This approach fosters active involvement while minimizing downtime typically associated with individual drills. Additionally, small-sided games embedded within the curriculum provide an essential bridge between isolated technical practice and practical application. These games foster immediate feedback cycles, enabling students to refine their tactical awareness, develop teamwork capabilities, and strengthen problem-solving skills under authentic conditions. Creating an environment that is enlivening and supportive plays an indispensable role in driving student participation and effort. Empirical observations indicate that when learners perceive the sessions as enjoyable and inclusive, their willingness to engage intensifies alongside their learning outcomes. Despite these successes, certain challenges persist within the physical education framework for football instruction. Variations in skill levels among students often necessitate adaptable teaching methods to accommodate diverse abilities. Additionally, limited availability of appropriate facilities may constrain practical training opportunities. To address these disparities, instructors must strive for an inclusive approach that ensures equitable access to learning and supports differentiated instruction tailored to varying levels of proficiency.

VI. Conclusion

In conclusion, crafting an effective methodology for teaching fundamental football techniques is vital for improving the quality of physical education offered to first-year students at institutions like Thai Nguyen University of Technology. By harmonizing technical-oriented exercises with dynamic learning activities rooted in realistic gameplay scenarios, the proposed pedagogical framework successfully merges theoretical rigor with practical applicability. Adopting this instructional approach within the university's football curriculum is strongly recommended to enhance students' sports mastery while cultivating a vibrant physical education culture. Continued evaluation and refinement of the program are suggested as next steps to achieve broader institutional goals and set a benchmark for educational excellence in sports training.

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