**东北师范大学研究生课程论文**

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**研究生课程论文评价标准**

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| **指 标** | **评价内容** | **评价等级（分值）** | | | | **得分** |
| **A** | **B** | **C** | **D** |
| 选 题 | 选题是否新颖；是否有意义；是否与本门课程相关。 | 20-16 | 15-11 | 10-6 | 5-0 |  |
| 论 证 | 思路是否清晰；逻辑是否严密；结构是否严谨；研究方法是否得当；论证是否充分。 | 20-16 | 15-11 | 10-6 | 5-0 |  |
| 文 献 | 文献资料是否翔实；是否具有代表性。 | 20-16 | 15-11 | 10-6 | 5-0 |  |
| 规 范 | 文字表达是否准确、流畅；体例是否规范；是否符合学术道德规范。 | 20-16 | 15-11 | 10-6 | 5-0 |  |
| 能 力 | 是否运用了本门课程的有关理论知识；是否体现了科学研究能力。 | 20-16 | 15-11 | 10-6 | 5-0 |  |
| 评阅教师签名：  年 月 日 | | 总分： | | | | |

**东北师范大学研究生院制**

**Review of Activity Level and Nature of Practice and Play in Children’s Football**

Children’s participation in organized soccer and the number of organized training sessions have increased in Norway in recent years. The idea behind recruiting more children and increasing structured training environments in early ages is that the standard of soccer, in the long term, will improve.

This paper include a total of 29 observations of young athletes from two local football teams (at two different levels) were analyzed in both organized (deliberate practice, DPR, n = 16) and self-organized (deliberate play , DPL, n = 13) sessions. Boys aged 11 to 12 years voluntarily participated with informed consent from their parents. The study was approved by the ethical committee of the University and the Norwegian Center for research data (NSD). All participants had been playing football for six years with the same club and were divided into different talent levels (team for selected young talents, YT, and base team for non-selected talents, BT) by their sports club, when they turned 10 years old. This affected their time spent in organized and self-organized football activity , with less self- organized football for all, and more organized football for the best level players (YT). Ten observations of young athletes were analyzed in the team for non-selected talents (DPR-BT); six observations in the team were performed for selected talents (DPR-YT); and thirteen observations of young athletes were self-organized (DPL) in a small-sized pitch binge, where all players participated. The study observed the same young athletes in different arenas (DPR versus DPL—the same children). The study had three conditional levels: DPL, DPR-YT, and DPR-BT.

**Conclusion**

Four main conclusions can be drawn from the present study. First, self-organized (DPL) and organized soccer (DPR) activities are very different in many respects. The activity level, the intensity, and variability in the activities are higher in DPL as compared with DPR situations.

Regarding the kind of activity, in DPL, players spend more time playing against each other (games), having more finishing on goal and more playing in small groups, as compared with DPR. In contrast, DPR, and especially DPR-BT, involves more time playing together with someone (exercises without an opposing team). Second, when it comes to variability in the training, DPL training is characterized by having more ball touches and ball transport in games; overall, there are also more 1:1 situations, challenges, and attempts on goals, in an exploratory environment. In contrast, in DPR training, most of the time spent in set situations is for receiving and passing the ball, and in standardized exercises with more constraints and exercises of a single skill. Third, in contrast to DPR-YT, DPR-BT had a higher number of ball touches, passes, and received the ball more, attempted more shots and headings on goal, and were more often involved in 1:1 situations in games. Selected young talents (YT) had twice as many ball touches and more variability in DPL as in their DPR-YT training. Lastly, DPL had more effective activity time and considerably fewer breaks than DPR. DPR-BT also had more activity time than DPR-YT.[1]

**Reference list：**

[1]Falco Tone-Nybakken-and-Coral. Activity Level and Nature of Practice and Play in Children’s Football[J]. Environmental Research and Public HealthIF, 2022, 19(8)

**A New College Football Classroom Practice Teaching System Model**

**Abstract**

This review will introduce a new model of college football classroom practice teaching system. This model makes full use of the advantages of big data and the combination of practical teaching methods, which can bring students a different learning experience and obtain good teaching effects. It has guiding and reference significance for college football practical teaching.

**Introduce**

This article launch a research on the construction of the college classroom practice teaching system model in the context of big data. Through the proper use of big data, it can bring greater value to the football teaching classroom, so that colleges and universities can obtain more and more detailed information to the greatest extent. The rich data provides decision-making and new ideas for the innovation of teaching practice in colleges and universities in the future.

**Establishment of practical teaching goals in football classrooms in colleges and universities.**

In the traditional teaching environment, due to limited teaching resources and lack of information technology, the input and output system takes the entire teaching class as the basic particle, which cannot guarantee the individualized development of students. In response to this problem, this research proposes to establish a big data education resource library to manage massive digital teaching resources; at the same time, the basic particles of the input and output system are refined from the class to each student, using intelligent recommendation technology, according to the students. The characteristics of learning are equipped with different high quality teaching resources, and personalized teaching is implemented.

**Conclusion**

This paper studies the college football classroom practice teaching system model based on big data analysis and carries out a procedural design for the college football classroom teaching process. According to the continuous collection of data in the teaching practice, the following conclusions are drawn: (1) the experimental group and the control group under the big data analysis have little difference in physical fitness after testing, and there is no significant difference. (2)Fully adopting the college football classroom practice teaching system model under big data to carry out football teaching can improve the football skills of students, and its teaching effect is better than traditional teaching mode. (3) College football classroom practice teaching under big data focuses on goal and result orientation and can carry out procedural learning and effective feedback. In the learning process, the feedback of big data system information can be evaluated in time and further strengthened to strengthen the theory.

**Reference list：**

[1]Ren Bo-Zhang-and-Wei. Research on the Construction of College Football Classroom Practice Teaching System Model Based on Big Data Analysis[J]. Computational Intelligence and Neuroscience, 2022, 50(18)

**Review of An Empirical Study on Current Stress and Physical Exercise Among University Students: A Case Study of Several Universities in Beijing**

**Introduction**

Appropriate physical exercise can help to relieve stress better. The impact of physical exercise on stress includes both internal and external aspects, in the internal aspect physical exercise can enhance the ability to resist stress; in the external aspect physical exercise places can provide a cathartic platform to relieve stress. However, most studies on the effects of physical exercise on mental health have focused on the effects on depression and anxiety, but less on the effects of stress. This study investigates the effects of stress and physical exercise on students in some universities in Beijing to explore the effects of physical exercise on stress, with a view to providing suggestions for better promoting the development of psychological health and strengthening physical exercise among university students.

**Results**

This study found that students in some of the universities in Beijing surveyed are generally stressed, with academic annoyances causing the most stress, followed by personal annoyances, negative life events and negative academic events, with students in a high stress state accounting for 17.6% of the total. Tutors, class teachers and other teachers should increase their understanding of students’ academic stress in their daily study life, and provide guidance according to their needs. The results of the survey show that academic students have significantly higher scores than sports students in the dimensions of academic annoyance, personal annoyance and total stress, which may be related to the pressure of coursework, professional development and employment prospects.

The data shows that currently university students have a certain degree of physical exercise on a daily basis, but the intensity, duration and frequency of exercise need to be improved. “Realizing one’s hobbies” is at the top of the list of college students’ exercise purposes; while “weak personal willpower” accounts for a significant proportion of the hindering factors for exercise. This is partly due to the students’ weak will to exercise and poor initiative, which can be attributed to their lack of personal interest in sport. This reveals the need to develop children’s interest in sport from an early age, which requires parents and schools to work together to create a synergy. Parents should play a full role in guiding and accompanying their children from an early age to take up sports and acquire their favorite sporting skills, taking into account the actual situation and their children’s preferences.

**Conclusion**

This study investigated the current stress situation (including the four dimensions of personal annoyance, study annoyance, negative learning events and negative life events) and physical exercise among university students through a questionnaire method, and also compared the differences in the four dimensions of stress situation among students of different genders, subject disciplines and different grades, which has implications for further promoting university students’ mental health and physical exercise. Further research is needed to expand the sample size and continue to explore the factors that influence stress and physical activity among university students.[1]

**Reference list：**

[1]Moyan li1 Pengyu-Deng. An Empirical Study on Current Stress and Physical Exercise Among University Students: A Case Study of Several Universities in Beijing[J]. Journal of Social Science and Humanities, 2022, 4(2)