

**Investigation on the development status and
countermeasures of basketball characteristic
School in Qingyuan**

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<p>Abstract:</p> <p>The purpose of this study is to analyse the current situation of the construction of campus basketball schools in Qingyuan City. The study is based on the investigation of the four aspects of construction: organisation and leadership, conditions, education and teaching, and training and competition.</p> <p>The significance of this study is: firstly, to provide some theoretical basis for the study of school basketball in Qingyuan City, which is still in the initial exploration stage. Secondly, it provides some reference for the study of basketball in junior high schools in other cities and the formulation of related policies. Thirdly, it enriches the research on the development of school basketball characteristics in China.</p> <p>The research methods used in this study are questionnaire method, interview method, literature method, mathematical and statistical method and logical analysis method. The research results mainly include the construction of four aspects: organisation and leadership, conditions and protection, education and teaching, and training and competition.</p> <p>The research on the above four aspects of construction concluded the following six existing problems. The first is that the system needs to be improved and the work is too superficial; the second is that the structure of teachers is unreasonable and the training problem is prominent; the next is that the guarantee of venue equipment and equipment is insufficient and the funding source is single; the fourth is that the curriculum arrangement is unreasonable and the teaching content and form lack innovation; the fifth is that the basketball club activities and competitions are less and carried out in a single form. Finally, the construction of campus basketball culture is weak and lacks attention.</p> <p>According to the problems of Qingyuan campus basketball schools, the following suggestions are made: Firstly, to strengthen the construction of teachers and optimise the structure of the teaching staff. Secondly, planning and managing equipment, and strengthening the construction and maintenance of facilities. Third, optimize the curriculum structure and enrich the characteristic curriculum system. Fourth, strengthen publicity and create a good cultural environment.</p>	
Keywords School basketball; Characteristic Schools; Current situation and countermeasures; Qingyuan City	

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1 Introduction

1.1 Background

With the improvement of living standards in society, physical education is taking up a larger and larger proportion of people's lives. Physical education classes have also become an important part of school education work. 2020 General Administration of Sports of China as well as the National Ministry of Education's "Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Youth" pointed out that it is necessary to establish the concept of health first education, open all physical education classes for all students, guide students to enjoy fun, enhance physical fitness, improve their personality and refine their will in physical exercise, and realize civilization of its spirit and barbarism of its The school basketball is an important sport in schools(Zhang Lichao, Li Wenhao, Dong Guomin 2022).

In 2017, the Ministry of Education issued the Notice on the Selection of Schools with Special Characteristics for Youth Campus Basketball in 2017, aiming to promote school sports reform and the popularity of campus basketball through the selection and construction of special schools. Fifteen schools in Qingyuan City were included in the schools featured in school basketball, which is both an important opportunity and a great challenge. It has become an important task to implement the national policy and vigorously carry out school basketball to promote the overall development of students' physical and mental health.

1.2 Purpose of the study

From the selection process of the 2017 National School Basketball Characteristics Schools. There has been a proliferation of research on this area, but many questions remain unanswered. This paper uses research methods such as questionnaires, interviews, mathematical and statistical methods. Investigate and study four aspects of the five school basketball featured secondary schools in Qingyuan City. They are organisation and leadership, conditions and security, education and teaching, and training and competition. The aim is to provide a more systematic and comprehensive picture of the development of basketball in schools featuring basketball for young people in Qingyuan. Identify possible dilemmas facing the current development and make sound recommendations. Explore a set of pathways

to promote school basketball characteristic schools that are applicable to Qingyuan City. To provide a theoretical reference for the construction of school basketball characteristic schools for young people in China. As well as providing theoretical references for the sustainable development of campus basketball.

1.3 Significance of the study

Theoretical Significance:

At present, research on campus basketball in Qingyuan City is relatively small and is still in the preliminary exploration stage. Therefore, by investigating and studying the current situation of campus basketball featured schools in Qingyuan City and combining the problems that arise in the process of development, we provide a theoretical basis for the sustainable development of basketball in youth basketball featured secondary schools in Qingyuan City, and also provide certain theoretical reference and theoretical reference for the study of basketball in junior high schools in other regions and the formulation of related policies.

Practical Significance:

By studying the current situation of basketball teaching in Qingyuan junior high school and primary school campus basketball schools, analyzing the dilemmas in the teaching process and proposing countermeasures to solve them, we can provide reference for the development of campus basketball in Qingyuan and improve the overall teaching quality; the construction of campus basketball schools with special characteristics can target students' interests and hobbies, cultivate their creativity and uniqueness, promote their personalized development, and provide students with build a sound personality (Hou Songchen 2022). At the same time, it can improve the overall development of campus basketball in Qingyuan City and help cultivate reserve talents for basketball in China.

2 Theoretical foundation

2.1 Definition of related concepts

2.1.1 The concept of campus basketball

School basketball refers to basketball activities in junior and primary school campuses, mainly in the form of student-oriented classroom teaching by teachers, school basketball team training, extra-curricular basketball sports for students, club activities and basketball school cultural festivals. Its aim is mainly to cultivate students' interest in basketball in junior and primary schools, improve the physical quality of young people and enhance their physical health. At the same time, to improve students' basketball skills and tactics, and to cultivate reserve talents for the development of basketball in China(Zhang Yihua 2022).

2.1.2 Characteristics of Youth School Basketball Schools Concept

School Basketball characteristic Schools is a nationwide selection of schools featuring the promotion of basketball culture by the Chinese Ministry of Education starting in 2017, with the aim of increasing the promotion of basketball in schools and promoting the healthy physical and mental development of students in junior high schools and primary schools. The first pilot areas for the promotion of basketball on campus are Beijing, Hebei Province, Shanxi Province, Shanghai, Anhui Province, Shandong Province, Henan Province, Shanxi Province, Sichuan Province, Yunnan Province and Guizhou Province. These 11 provinces and cities have 50 schools in each district, including 30 primary schools and 20 secondary schools(Zhou Dongchao 2021).

The School Basketball Special Schools is a major decision made by the General Office of the Chinese Ministry of Education to actively promote the overall deepening of school basketball teaching, training and competition, and to promote the reform and development of basketball, and to implement the spirit of the Opinions of the General Office of the State Council on Strengthening School Sports for the Overall Development of Students' Physical and Mental Health. The construction of schools with basketball characteristics is an important means of

reforming the school physical education curriculum, an effective way to build a school basketball culture with Chinese characteristics and to construct a mechanism for the sustainable development of the sport of basketball on campus, and is carried out against the background of our nation's continuing concern for the reform of the sport of basketball.

2.2 Domestic Research Status

2.2.1 Research on the development of campus basketball

Following the introduction of relevant policies and strong support from the state, school basketball in China is developing and growing, and more and more scholars are conducting research on school basketball. According to a review of relevant literature, current research on campus basketball focuses on the connotations of the sport, teaching and playing of campus basketball, conditions and guarantees, dilemmas faced, as well as countermeasures and suggestions for the development of campus basketball.

There are different views held by different scholars in response to the teaching and training and competition of campus basketball. Establishing a complete campus basketball competition system, dividing the appropriate grades and improving relevance was proposed by Guo Aimin in his 2013 paper (Guo Aimin, Zhu Jing, Chen Lei2013).It is particularly important for the coaching level of teachers and coaches, according to Wu Xiaosong in 2014, and proposes to improve the business level and teaching instincts of teachers (Wu Xiaosong, Zhang Yongjie2014).

According to Gao Zhendong in 2020, the teaching of campus basketball in China now suffers from the following problems: poorly developed syllabus, weak teachers with expertise to be strengthened, teachers' lack of understanding of the curriculum and teaching, and insufficient systematization of teaching content and methods (Gao ZhenDong, LI LiQiang, Zhang Shuo2020).It is extremely important to ensure the conditions for the development of basketball in schools. In his study, Li Chun pointed out that the number of basketball teachers in secondary schools is low and the ratio of men to women is imbalanced. The traditional classroom teaching model affects the development of basketball and teachers tend to neglect the teaching of basketball theory in their teaching (Li Chun 2013).

Zhu Bo's study concluded that the first batch of schools with basketball specialties in Beijing had a serious imbalance in the gender ratio of physical education teachers, a low rate of attainment of sports fields on campus, a single source of funding, and low utilization of information resources by teachers (Zhu Bo 2018).

The dilemma faced by campus basketball has also been addressed by many scholars who have expressed their views. Zhou Dongchao scholars in 2020 argued that campus basketball mainly faced problems such as work carried out in a formal way, insufficient innovation in basketball classroom teaching, single form of campus basketball activities and insufficient efforts to hold them, and campus basketball mainly faced the development of campus basketball (Zhou Dongchao 2021).

According to Liu Xingchen scholars in 2022, campus basketball mainly suffers from a lack of effective funding, a lack of high-level teachers for campus basketball, and poor promotion pathways for teachers, and a high-level basketball team has not yet been established (Liu Xingchen 2022).

According to Gaozhi scholars, the development of youth campus basketball in China is subject to many constraints, specifically the lack of cultural propaganda of campus basketball, the shortcomings of the basketball reserve talent training model, the unreasonable tournament system, the low coaching level of coaches, limited hardware facilities, the influence of exam-oriented education, etc., family exercise habits and parental attitudes, which lead to the lack of momentum in the development of youth campus basketball in China (Gao Zhi 2016).

Academics have put forward different countermeasures and suggestions to promote the smooth development of campus basketball. To sum up these countermeasures and suggestions, the main points are as follows: campus basketball should be well designed at the top level to build the "core values" of campus basketball; through the construction of campus basketball characteristic schools, the construction of campus basketball culture should be promoted at a deeper level; a four-tier league system should be established to achieve a better talent delivery system; schools should accelerate the teaching reform, optimize the basketball teacher training mechanism, focus on basketball teaching innovation, improve the venue analysis and teaching teacher level, and make use of the construction of extra-curricular basketball competition mechanism to make schools' competition mechanism.

Optimise the basketball teacher training mechanism, focus on basketball teaching innovation, improve the level of venue analysis and teaching faculty, and make use of the construction of an off-campus basketball competition mechanism to make the school's competition model more complete.

In summary, the development of school basketball in China is carried out in four main areas: organisational leadership, conditions and security, teaching, training and competition. At the level of organisational leadership: schools have basically established a relatively sound management mechanism, but the implementation of education policies is not strong enough. At the condition guarantee level: the school's teaching staff is not reasonable enough and the venue facilities do not fully meet the daily basketball activities. In terms of teaching: teachers lack training and they are single-minded in terms of teaching innovation. In terms of training and competition: basketball training is carried out in an orderly manner in the school, but there is a lack of competition mechanisms and students are in conflict between training and study.

2.2.2 Development Study on the Characteristics of School Basketball

In China, the development of characteristic schools for school basketball has been studied, but for Qingyuan City, Guangdong Province, at present not many of them have been able to be developed.

Zhang Xiaoyu, a scholar in 2021, argues that schools with campus basketball characteristics should constantly update their systems with the development of the times, not remain unchanged, but reflect the requirements of the times in their functions and missions, and eventually form institutional mechanisms that are compatible with local characteristics, with the local education sector and with China's national conditions. By establishing schools with campus basketball characteristics, popularising campus basketball, strengthening campus basketball culture and improving the campus basketball competition system (Zhang Xiaoyu 2021).

It is common knowledge that a good top-level design is the first thing required to promote the rapid development of basketball on campus. The article points out that it

is important to grasp the leadership development work and grasp the overall development direction. First is to better promote campus basketball. Secondly, the teachers' strength needs to be strengthened and teachers' treatment needs to be implemented. The third is to focus on students' interests and differences and diversified teaching. Finally, to create a campus with good basketball culture, etc.

On the basis of previous research, the article decided to investigate and study basketball schools with special characteristics in Qingyuan City, sort out their development status, identify their development dilemmas as well as provide solutions to countermeasures in order to make some additions to the previous studies.

2.3 Current state of research on school basketball abroad

While research in the foreign literature emphasises the integration of sports and education to allow players to receive an excellent education, thus benefiting the future development of students and players, it focuses on the development of the school basketball training system, player development methods, and basketball culture (Xianjiang Z, Qiaoling Z, Xiangfei W 2011).

For instance, Xiang Zetao pointed out in his thesis that the United States from North America has a very well-developed school basketball system and a rigorous system of play. This system and the development of the system are a model for other countries to follow, while the US is the most advanced country in the world today in terms of school basketball development (Xiang Zetao 2020).

When it comes to teaching methods, Fan Wenbin scholars mentioned that most schools in the United States are able to fully mobilise students' enthusiasm and initiative in learning by using basketball courses as the main physical education curriculum in the rich and varied arrangement of teaching contents and the flexible choice of teaching methods (Fan Wenbin 2000).

Insofar as the training of reserve talents is concerned, in order to promote the continuous development of competitive sports, many scholars have proposed to attach importance to the construction of a reserve talent ladder. In addition, campus basketball culture is highly valued in the United States.

In his thesis, Liu Guangyu scholar discusses the construction of campus basketball sports culture in the United States. He pointed out that campus basketball sports culture is very important to American professional basketball and is the foundation of the culture of American professional basketball games. Therefore, the construction of campus basketball culture has a greater role in promoting the development of basketball. The campus basketball tournament system, teaching model and campus basketball culture atmosphere in the United States have good significance for the future development of basketball in China.

Yuan Yuan scholars suggested that many European countries provide support for the development of school basketball in various aspects, such as inviting basketball stars for basketball club teaching to stimulate students' interest and strengthen the training effect. Students can complete professional basketball training after school hours, which completely avoids the problem of contradictory school training and is something that can be learnt from for the future development of basketball in China.

For instance, Spain has established a well-developed system of physical education for young people and has passed legislation that clearly delineates the powers and responsibilities of basketball organisations. Spain is a country that attaches great importance to the needs of mass sports, and basketball for young people can usually be played from both professional and amateur routes, greatly contributing to the development of school basketball. A solid youth base has been an important factor in the rise of school basketball in Spain.

In Asia, the school basketball in Japan is at a relatively high level. Yang Wu scholars in 2022 argued that the development of school basketball leagues in Japan has contributed to the progress of school basketball (Yang Wu2022).

There are two countries, Japan and the United States, that further promote the further development of campus basketball through well-developed basketball leagues. However, compared to the United States, there is still more room for improvement in the level of basketball leagues in Japan.

In summary, although there are differences between European countries and Japanese school basketball, school basketball is a common way for countries to complete their basketball talent pool. China should take the initiative to learn from the experience of developed countries in the light of its own actual situation, and use

basketball leagues as a way to achieve the popularisation of campus basketball and talent selection, and establish a campus basketball talent development system.

3 Research object and research methods

3.1 Research object

This research takes the current situation of the development of schools featuring youth campus basketball in Qingyuan City as the research object. According to the need of the study, the author numbered the 15 schools with special characteristics of campus basketball in Qingyuan City as assessed by the Ministry of National Education in 2017, and randomly selected five schools with special characteristics of campus basketball as research objects to study the development level and promotion path of schools with special characteristics of campus basketball.

3.2 Research methods

3.2.1 Literature method

Key words such as "campus basketball" and "campus basketball special schools" were used to search, review and collect in databases such as CNKI (China National Knowledge Internet) and Google Scholar. The author also searched for the current situation and development trend of school basketball, basketball teaching and special schools at home and abroad to provide theoretical support for this study. At the same time, the library of Guangzhou Institute of Physical Education (GIGE) was visited to consult books in related fields, policies, regulations and related literature on campus basketball schools, in order to supplement and improve the relevant contents.

3.2.2 Interview method

According to the content of this study, interviews were conducted with school leaders, physical education teachers and relevant experts in the field of basketball from the Guangzhou Institute of Physical Education in the five Qingyuan campus basketball featured secondary schools studied, using visits or telephone contacts. To understand some of their views or suggestions on the development of basketball in youth campus basketball featured schools, and to sincerely ask them for their valuable suggestions on modifications and improvements to this study (Lu Daixuan 2021).

In the process, the interviews were recorded well and the collected data were sorted and summarised to obtain authentic interview data.

3.2.3 Questionnaire method

The questionnaire was designed and developed according to the research objectives of this paper as well as the guidance and advice from school teachers and experts, including teacher questionnaires and student questionnaires. The questionnaire was tested for reliability and validity in order to gain a comprehensive understanding and grasp of the specific situation of schools with basketball characteristics on campus in Qingyuan City and to provide an empirical basis for the results and countermeasure research of the paper.

Questionnaire distribution and return:

This questionnaire mainly involved teachers and students from the five selected schools featuring basketball on campus in Qingyuan City and was conducted through online channels. Due to the impact of COVID-19, respondents could only be invited to complete the online questionnaire by sending them a web link. A total of 300 questionnaires were distributed to students, 60 per school, and 287 valid questionnaires were returned, with a 95.6% return rate. A total of 30 teacher questionnaires were distributed, 26 of which were validly returned, giving a valid return rate of 87%.

Table 1. Questionnaire Participants

Questionnaire Data:

Survey respondents:	Quantity issued:	Recycle :	Recovery rate:
Teachers	30	26	87%
Students	300	287	95.6%

Reliability test of the questionnaire:

In order to test the reliability and validity of the data collected through the questionnaire, the questionnaire was tested for reliability and validity.

First, the questionnaire was tested for reliability using repeated measures. Two weeks later, the questionnaires were administered again to the previous respondents and correlations were analysed. The retest was administered to 50 students and 4 teachers.

By comparing the results of the two surveys there was a high degree of consistency. Therefore, the questionnaire was considered to have a high reliability. The validity of the questionnaire was assessed and judged by five experts on whether the questions designed in the questionnaire could reflect the survey content, the content validity, structural validity and overall validity of the questionnaire as well as the validity of the questionnaire according to five levels: very reasonable, reasonable, relatively reasonable, fair and unreasonable. The corresponding results are shown in table 2 and table 3.

Table 2. Questionnaire content design satisfaction degree.

	very reasonable	comparatively reasonable	reasonable	unreasonable	very unreasonable	summation
number of people	1	2	2	0	0	5
percentage	20%	40%	40%	0	0	100%

Table 3. Questionnaire structure satisfaction.

	very reasonable	comparatively reasonable	reasonable	unreasonable	very unreasonable	summation
number of people	1	2	2	0	0	5
percentage	20%	40%	40%	0	0	100%

Table 4. Questionnaire overall satisfaction degree.

	very reasonable	comparatively reasonable	reasonable	unreasonable	very unreasonable	summation
number of people	1	2	2	0	0	5
percentage	20%	40%	40%	0	0	100%

It can be seen in table 2, table 3 and table 4 that the five experts agreed that the structure, content and overall design of the questionnaire was reasonable and could be put into distribution for the investigation and research.

3.2.4 Logical analysis method

During the research process, the logical methods of induction, analysis and reasoning were used to review the relevant knowledge in the disciplines of education, psychology, management and physical education, and to analyse the relevant information and statistics obtained, and finally to draw reasonable conclusions.

4 Results

4.1 Qingyuan school basketball characteristics school development

4.1.1 Organizational leadership

Implementation of work:

The guidance of basketball organisations is co-ordinated by the school league committee and the sports department. Some schools arrange special tutorials at least once a week in order to allow students in basketball clubs and interest groups to train and exercise better under the professional guidance of basketball teachers (Niu Liangxing 2022).

The observation of the development of basketball institution trainees is increased, and some good seedlings with certain potential are promptly explored for the basketball team, expanding the channels and ways of selection for the school basketball team in order to promote the articulation between basketball organisation and basketball after-school training.

Status of rules and regulations:

After the state promulgated the relevant policies, many schools quickly set up a leading group for campus basketball work with the headmaster as the head, the vice headmaster in charge of physical education as the deputy head, and the heads of the school's physical education subject group, the party and government office, the teaching affairs office, the general affairs office and other departments as members, to promote the work in an orderly manner according to the declaration and implementation plan formulated, and put the sound working mechanism at the forefront of the declaration work. The physical education subject group generally sets up the office of the leading group to specifically implement the work related to the creation of campus basketball characteristic schools, with the head of the group as the director of the office (Zhou Siheng 2022). The leadership group carries out school basketball in accordance with the requirements of the higher level, and co-ordinates the duties and tasks of guidance, co-ordination and training according to the objectives and development plan of school basketball.

4.1.2 Conditions and Guarantees

Teachers' strength and treatment:

Teachers are the leaders of the curriculum and are the most direct drivers of the development of school sport, and the quality of their teaching has an important impact on the development of basketball in schools. Basketball requires teachers to have the ability to learn and adapt with the times (Wang Xinhao 2022).

Younger teachers have a love and passion for basketball, good physical strength and energy, and the ability to innovate, while older teachers have a wealth of experience in teaching basketball. A team of teachers with a reasonable age structure can combine the best of both worlds to promote good basketball teaching. Figure 1 shows the age structure of basketball teachers in Qingyuan School Basketball Schools. Of these teachers, 15% are under 30 years old, 35% are 31-40 years old, 40% are 41-50 years old and 10% are over 50 years old. The largest proportion of teachers is between the ages of 31 and 50.

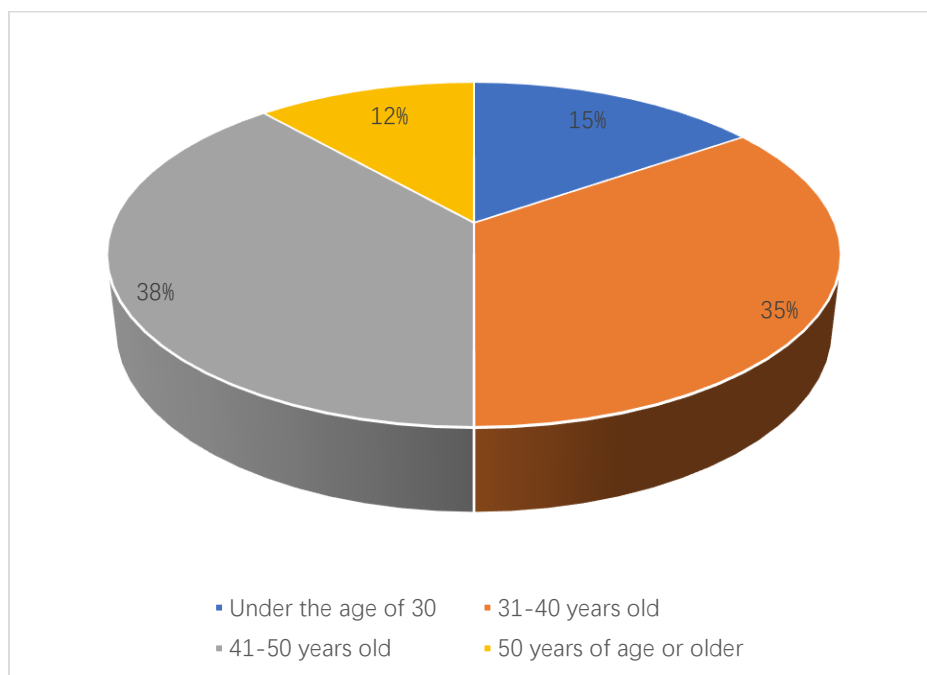


Figure 1. Faculty Age Structure Chart

Apart from continuous continuing education and special training, basketball teachers can only cope comfortably in a changing teaching environment and constantly acquire new ideas for teaching while improving the quality of teaching (Ying Shaojie 2018).

Basketball teachers should have a rational approach to the design of their teaching programmes, the planning of their students' exercise loads and the regulation of their students' psychological changes in order to guide them more correctly (Zhang Zhiyou 2021).

However, many schools do not pay much attention to teacher training. According to the questionnaire survey, only eight teachers indicated that they regularly attended basketball-specific training, and 18 teachers said that they basically did not attend training. Of these, those teachers who attended training regularly did so mainly to improve their professional skills. The main reasons for those teachers who attended less training included fewer opportunities for training and exchange, busy teaching schedules and time constraints.

Table 5. Teacher training surveys.

Will you attend the special basketball training for teachers ?

Options:	Number	Percentage
Yes	8	31%
No	18	69%
Valid number of people to fill in this question	26	
Reasons for refusing to attend the training:	There are few opportunities for training exchange, and the teaching work is busy and not enough free time to attend.	

Salary and remuneration have a significant impact on teachers' motivation to teach basketball and improve the quality of their teaching. According to the results of table 6 of the questionnaire, 65% of teachers said that they were generally satisfied with their current salary package, while 35% said that they were dissatisfied with their current salary package.

Table 6. Salary satisfaction survey.

Are you satisfied with your present salary?

Options:	Number	Percentage
Yes	17	65%
No	9	35%
Valid number of people to fill in this question	26	

School site equipment construction:

The construction of school venue equipment and facilities conditions is necessary to ensure that youth school basketball work is carried out. The issue of the quantity and quality of basketball courts is a fundamental condition for the development of school basketball programmes, and adequate venue conditions are also a guarantee to stimulate students' initiative and enthusiasm to participate in sports and to promote high quality basketball programmes (Su Siqiang 2021).

During the interviews, some experts said that the basic conditions of basketball teachers and equipment are the first issues that need to be addressed in the process of building a school basketball school. From the questionnaire multiple choice question "What do you think are the factors that influence your participation in basketball?" It is clear from the answers to the multiple choice question that nearly 80% of the students felt that the lack of facilities was an important factor affecting their participation in basketball. This is shown in Figure 2. Therefore, in order to promote students' active participation in basketball and to promote the construction of schools with basketball characteristics, it is necessary to increase the number

of basketball courts and facilities on campus to provide a good sports environment for students.

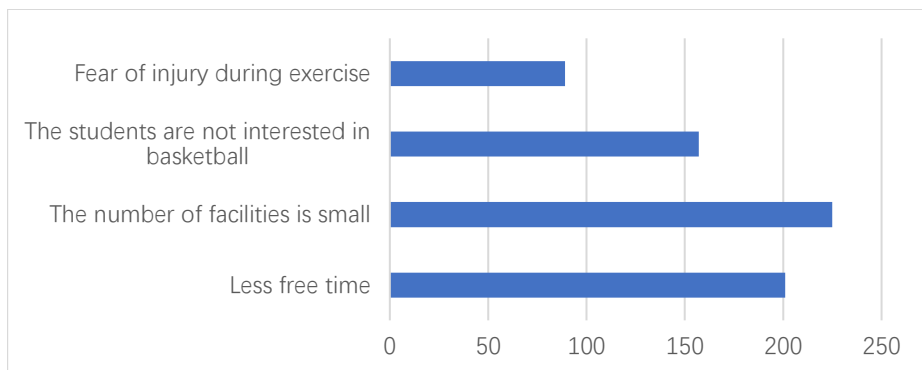


Figure 2. Factors influencing participation in basketball

4.1.3 The education teaching

The school offers a weekly basketball lesson that facilitates students' exposure to basketball and basketball practice, and promotes the development of healthy physical exercise habits among students. In accordance with the requirements of the Basic Standards for National Schools with Special Characteristics for Youth Basketball: schools should offer a full physical education class, no less than one class per week, and make basketball a compulsory part of the physical education class, and then ensure that every student has access to basketball as a sport, which is one of the tasks we have to do, according to the student questionnaire, as shown in table 7. Nearly half of the students have 1 basketball lesson per week, 36% have 2 basketball lessons per week. Lessons are available to 0% of students for more than 3 lessons per week.

Table 7. survey on the number of basketball lessons per week

Once a week	0 section	1 section	2 section	3 section	More than 3 section	add up to
student	15	138	102	32	0	287
percentage	5%	48%	36%	11%	0	

The organisation of basketball classroom teaching. At present, the majority of basketball classroom teaching is organised in large classes. Smaller classes occupy a smaller proportion. Very few schools teach in separate classes according to interests. According to the results of the questionnaire in table 8, many students like to watch videos of basketball games, basketball techniques and tactics and learn about basketball culture through multimedia. Innovative multimedia teaching methods can fully motivate students and innovate teaching methods and content.

Table 8. Understanding Basketball Culture Channel Survey.

Would you like to learn about basketball culture by watching basketball game videos and basketball tactics through multimedia?

Options:	Number	Percentage
Yes	210	73%
No	77	27%
Valid number of people to fill in this question	287	

Building a school basketball culture in schools:

It is extremely important to have a colourful school basketball culture for the development of school basketball. This can be achieved through lectures on basketball knowledge, campus basketball chalkboards, basketball photography exhibitions, campus basketball essay writing activities, basketball handbill exhibitions, basketball themed speech competitions, recess, basketball clubs and cheerleading squads.

Many schools are lacking in this kind of activities, and there is not a strong basketball culture in schools. Basketball clubs and interest classes exist only in a small number of schools and play a good role as a basketball activity for students after school. Some schools add basketball breakdown movements to the content of recess exercises, and students learn to master basketball confrontation knowledge while doing the exercises, which helps students understand and master basketball knowledge (Zhou Yu 2022).

In order to attract students' interest and motivate them, many schools use their after-school time to create basketball clubs to teach students basketball skills and tactics. Some schools hold school-level games every year, with cheerleading and other performances interspersed between the games, creating a good showcase for the promotion of basketball.

4.1.4 Training and Competition

Basketball organisation and establishment of varsity teams:

The basketball clubs in schools can create better conditions for extra-curricular basketball activities. According to the survey, only some schools have established basketball clubs, and some schools, even if they have basketball clubs, play a minimal role. A high level school basketball team can select outstanding basketball talents, improve the level of basketball in schools and create favourable conditions for the development of school basketball. The Selection Criteria for National Schools with Special Characteristics for Youth Campus Basketball states that "schools should have school-level basketball teams for boys and girls". Among the five Qingyuan schools featuring youth basketball, two schools have established both boys' and girls' basketball teams, accounting for 38.5%; the remaining three schools have only established boys' basketball teams, accounting for 46.2%.

The basketball team basically takes training in the morning and after-school training in the afternoon to try to get good results and win a good ranking for the school. The main reasons why students join the school basketball team include interest, physical exercise, developing their strengths, making friends, enriching their after-school life and becoming good basketball players. The main reasons for not wanting to join include: little time after school, parents' lack of support, few places and the lack of a basketball team at school.

Basketball competition training system situation:

Qingyuan City Campus Basketball Special School conscientiously implements national policy documents, constantly improves the campus basketball competition system and promotes the development of campus basketball activities, always taking the construction of the competition system as an important task. At present, a more complete campus basketball competition system has been built. A variety of

competition contents have been formed in terms of competition purposes, such as popularization, participation, selection and exchange, and a joint competition pattern has been formed in terms of funding sources, with financial support as the main source and social power support as the main source.

4.2 Problems of Qingyuan School Basketball Characteristic Schools

4.2.1 Incomplete institutional system and superficial work

In order to increase students' enthusiasm for participating in basketball and to meet the needs of students to improve their physical fitness and promote quality development, it is necessary to do a good job of building schools with basketball characteristics on campus. Therefore, it becomes crucial to build a sound system for campus basketball schools with special characteristics. Nowadays, many schools do not have a sound system in place and lack supervision and guarantee mechanisms, which is detrimental to the progress of the work of campus basketball schools with special characteristics and the construction of a campus basketball culture. Although some schools have set up leadership groups that are responsible for campus basketball work, school leaders have relaxed their attitudes towards continuing to promote campus basketball work due to their own focus on carrying out campus basketball work, resulting in unclear division of labour, greatly reduced roles and formalities in the work process.

4.2.2 Irregular teacher structure and training problems

A great deal of basketball training and competition organisation needs to be undertaken by a small number of basketball-specific teachers, however, the current number of basketball teachers in Qingyuan is under-protected and the number of male and female basketball teachers is unevenly distributed. Teachers' participation in continuing education and training plays an important role in promoting their sustainable development, enhancing their professional and technical skills, innovative teaching concepts and mastering the cutting-edge dynamics of the discipline and training methods. Providing special training in basketball teaching more than once a year, conducting regular basketball teaching research and

continuously improving teachers' teaching skills are requirements in the Basic Standards for National Youth Campus Basketball Schools. Basketball teachers who participated in special training were in the majority, with a corresponding lack of training opportunities and fewer opportunities to communicate and interact with other personnel, mainly in terms of communication and exchange between basketball teachers and other professional teachers (Wu Kemin 2022).

This suggests that there is a serious deficit in teachers' participation in specialised training for basketball teaching, which falls short of the nationally required standards and needs to be addressed with great effort. This is coupled with the fact that teacher pay has not been implemented, with teachers essentially being paid only for daily teaching, with little to no subsidy for extra-curricular training games, and even less to support taking teams out to games. This has had a direct impact on the enthusiasm and initiative of basketball teachers who hinder the development of basketball activities on campus.

4.2.3 Inadequate site facilities and funding from a single source

The number of indoor basketball courts and outdoor plastic basketball courts is insufficient, and the basic venue facilities are not guaranteed to be adequate. The use of venues is unreasonable, many schools' indoor basketball courts are only for the school's basketball team to train or to hold special events, and daily basketball games are simply not available for the average student. Some schools lack training equipment specifically for basketball programs, and lack joint equipment and apparatus for professional forces. There is a single source of funding for basketball, with some schools only funding the updating of basic training equipment and not enough funding for basketball tournament outings.

4.2.4 Irrational curriculum and uninnovative teaching

The curriculum in some schools follows a model of concentrated semesters or concentrated months of classes, and with the pressure of students' school work, they are unable to guarantee students weekly basketball lessons and have to make concessions to this, which is detrimental to the development of a systematic mastery of basketball knowledge and a lifelong philosophy of sport (Guo Ning2021).

More than half of the schools have not written a school-based basketball curriculum, and school basketball classrooms focus on basketball skills, with less content arranged, such as other basketball tactics, basketball-related sports injuries, and an introduction to basketball culture. In addition, the assessment and evaluation methods are still mostly focused on the ultimate end-of-term assessment, and no multi-faceted and diversified assessment system has been established. Its teaching organisation, teaching content and teaching methods are crucial to the development of basketball teaching on campus.

4.2.5 Basketball is conducted in a single format

It is required in the Basic Specifications for National Youth Campus Basketball Schools that schools should form basketball organisations that attract interested students to participate in basketball; establish a competition system, organise class and grade level competitions and individual student skill tournaments every school year, requiring no less than 10 games per class per semester, and also organise basketball cultural festivals and basic skills competitions using after-school time to create an attractive model of activity. The school also organises after-school activities such as basketball cultural festivals and basic skills competitions to create an attractive model of activity that allows more students to participate in basketball. However, most schools are currently not doing enough basketball club activities, with fewer opportunities for competition and more monotonous content and formats. Most schools only have one school-level basketball competition per year, which is far below the requirements of the Standards.

4.2.6 School basketball culture building weak and lacking attention

There are some schools neglect the role of campus basketball culture, thinking that as long as they strengthen the construction of basketball curriculum and extracurricular basketball activities, the construction of campus basketball culture can be accomplished, neglecting the shaping of the school's characteristic basketball culture and the spiritual leading role of excellent campus basketball culture. Secondly, the construction of campus basketball culture is weak, some schools have few types and times of campus basketball cultural activities, and school basketball teams There is an overall phenomenon of youthfulness in the construction of culture (Guo Jianen 2022) .

Finally, some schools have a simple form and single content of publicity and promotion, failing to establish a multi-faceted publicity channel, lacking student participation in publicity work, neglecting the consolidation and cultivation of students' knowledge through campus basketball publicity work, failing to link up inside and outside the school, and building a school basketball culture publicity system with a tripartite linkage of school, community and society, with schools, communities and schools actively carrying out basketball-themed school culture series, so that more students can actively participate in basketball, experience the spirit and charm of the sport, and strengthen their bodies through this sport.

5 Conclusions

Basketball is good for the physical, mental and physical fitness of students, and is one of the more popular sports among the young student population. It is not only good for developing the overall quality of students, but also for training national basketball professionals or talents with the level of athletes. Therefore, it is necessary to build schools with basketball characteristics.

The development of school basketball schools with special characteristics in Qingyuan City has just started and the overall development is good, but the system construction, guarantee and supervision system still needs to be improved. The age, gender and academic structure of basketball teachers is not reasonable, and there is a lack of training activities to promote the sustainable development of teachers. The funding for basketball activities and the construction of venue equipment and facilities can basically meet the needs, but improvements are still needed. The content of the basketball curriculum is mainly technical and not very innovative. Extracurricular basketball activities have a high level of student participation, but there are relatively few club activities, intra-school and inter-school competitions. The construction of campus basketball culture is relatively weak, and the form of campus basketball cultural activities is simple and single in content.

In view of the problems that exist in the current construction process, measures are taken to strengthen the construction of teachers and optimise their structure; to plan and manage basketball equipment and strengthen the construction and maintenance of facilities; to optimise the structure of the basketball curriculum and enrich the characteristic curriculum system; to strengthen the publicity of campus basketball and create a good cultural environment for campus basketball; to plan and improve the strategic objectives of the development of schools with special characteristics for youth campus basketball; to improve the comprehensive training level of basketball players and to promote the sustainable development of schools with special characteristics for campus basketball.

6 Suggestions

6.1 Optimise and strengthen the structure and construction of teachers

Firstly, the treatment of teachers should be implemented, with appropriate incentives for outstanding performance. Secondly, the staffing of teachers should be expanded in conjunction with corresponding local policies to supplement schools with dedicated basketball teachers. Basketball coaches, referees and other personnel with strong business skills and high overall quality are encouraged to come into the campus as part-time basketball teachers. Create conditions for highly educated professionals to participate in basketball teaching and improve the hiring mechanism appropriately (Yang Wu 2022).

Schools should actively organise teaching competitions for basketball teachers from all campus basketball schools with special characteristics, combined with available training resources, in order to enhance the actual basketball teaching ability and overall quality of teachers. Each school should actively send teachers for regular further training and national px study programmes while strengthening their business capacity.

6.2 Planning to enhance and maintain the construction of facilities

The important condition for conducting basketball teaching is a complete venue equipment. To this end, each school, according to the level of funding allocated to the school each year and according to the area of land available to the school, improves the existing venues and adds new standard basketball arenas according to the principle of gradual improvement and according to local conditions (Gou Yiqing, Yang Tao 2022).

Increase investment in the construction of arena equipment, improve existing venues and equipment for basketball teaching, and carry out regular maintenance on arena equipment to create a good environment for basketball teaching. For schools affected by economic conditions and the size of the school building, the construction of small non-standard basketball gymnasiums can be encouraged, as well as the construction of multifunctional comprehensive gymnasiums that integrate basketball and volleyball, whose main purpose is to meet the school while actively promoting the opening of social sports facilities to schools, providing the material basis for effective basketball teaching, and forming a mechanism for the social sharing of sports venues and equipment and the sharing of schools (Zhu Dangpei 2020).

6.3 Optimisation and enrichment of the distinctive curriculum

The curriculum structure of campus basketball is new and reasonable, which can stimulate students' motivation. Teachers should expand the teaching content, innovate teaching methods, develop new curriculum resources, and improve teaching efficiency based on the previous teaching model. The traditional class teaching system certainly has its advantages, but schools can combine the available educational resources and set up basketball elective courses that can control the number of students and groups in class, so that students can understand basketball more deeply and participate in basketball, thus making basketball teaching more systematic and scientific according to the material (Chen Guangyuan 2022). At the same time, the use of multimedia can be increased in order to enhance students' interests.

6.4 Enhancing publicity efforts to create a good cultural environment

Systematically plan the construction of campus basketball culture, create a distinctive campus basketball culture, and incorporate the construction of campus basketball culture into the school basketball work plan. Further improve the campus basketball system by improving the supervision mechanism for the implementation of the basketball system and promoting the cultural construction by grasping the implementation; gradually improve students' awareness through a colourful basketball culture, so that they are infected by ear and eye, develop their good basketball emotional attitude and values towards basketball, enhance the enthusiasm of participating in basketball, enrich the campus basketball behavioural culture, make full use of various school media to strengthen the promotion of basketball on campus, placing basketball sculptures, slogans or posters in reasonable locations on campus so that they are infected in their participation in basketball.

7 Evaluation and gain of study

7.1 Evaluation of study

The purpose of this study is to analyse the current situation of the construction of campus basketball schools in Qingyuan City. The study is based on the investigation of four aspects of construction: organisation and leadership, conditions and security, education and teaching, and training and competition, to find out the problems and make relevant suggestions. Questionnaires were designed to investigate the current situation and development measures of schools with basketball characteristics in Qingyuan, including questionnaires for students and basketball teachers, as well as interviews with experts. The current situation of the construction of campus basketball schools can provide Qingyuan City, which is still in the initial stage of exploration, with certain references for the development of the construction work. For example, the overall quality of teaching can be improved; the construction of a school basketball school can be tailored to students' interests and hobbies, cultivate their creativity and uniqueness, and promote their individual development. The most important thing is to build a sound personality for the students. On the other hand, the six existing problems are summarised and relevant suggestions for improvement are given to solve the problems involved. It can be used as a reference for junior schools in other cities and provide a theoretical basis and feasible reference suggestions for the sustainable development of basketball in youth basketball special schools in Qingyuan.

7.2 Gain of study

Firstly, during the study, it made me more aware that the physical health of young people is always the focus of the whole society. I am now working in a junior high school from the Qingxin District of Qingyuan City, Taiping, and this study has given me a deeper study and understanding of physical education. Secondly, through the literature, I have a clearer understanding and a deeper understanding of basketball campus special schools. Thirdly, through the questionnaire survey, I learnt how to design questionnaires and obtain questionnaire data for use in my future research. Fourthly, it gave me a good understanding of the current situation of basketball schools with special characteristics in Qingyuan City and the problems that exist. Finally I also learnt to summarise and how to write a thesis. This has greatly improved my thinking on how to make my thesis more organised and logical.

7.3 Reference for future study

Due to various limitations such as COVID-19 and time, as well as the author's own lack of knowledge base, the study has certain shortcomings. The subjects of this study were only selected from adolescents in five schools in Qingyuan City, and the sample size issued was small, so the study results have certain limitations. In future studies, the sample size should be expanded to enlarge the scope of the survey and reduce data errors. This study only investigated the construction of schools with basketball characteristics through questionnaires, and more research methods can be used in the future to make the thesis more comprehensive and meaningful, which is also the direction of the author's further research. The physical and mental health of young people has always been a major concern for society as a whole. With the introduction of the "integration of sports and education" and "lifelong sports", more and more research has been conducted on youth school basketball, and the number of articles published is increasing year by year. In terms of research methods, most scholars have used questionnaires and interviews to explore the constraints in the development of school basketball, in order to summarise the development dilemmas and problems, and to propose solutions and suggestions. In the process of future research, new research methods can be continuously explored to improve the scientific and normative nature of research. In terms of research content, it can be combined with the background of "one school, one product" and "integration of sports and education" to create its own school brand, highlight the characteristics of basketball culture and promote the sustainable development of schools with basketball characteristics.

7.4 Thanks

Firstly, I would like to thank my supervisors, Dr.Kari Puronaho and Dr. Junjie Feng, for their help and guidance. Guiding me to identify research directions and topics based on my hobbies and interests has given me better practice and application in my own work as well as having the best first-hand information for my thesis. I was given guidance and constructive advice on the difficulties and problems I encountered during the writing of my thesis, which helped me to complete it successfully. Secondly I would like to thank the teachers at the school where I am working who are also guiding me on how to complete this thesis. Finally, I would like to thank the students and teachers who gave feedback on the completed questionnaires and the experts who interviewed me to help me collect data for the study and successfully complete the writing of the study.

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Appendices

Appendix 1.The student Questionnaire

Research on the Construction Status and Development Countermeasures of Campus Basketball Characteristic Schools in Qingyuan City (Student Questionnaire)

Dear students,

Hello! My name is Zekai He. Now I am working on my graduation thesis "Research on the Construction Status and Development Strategies of Campus Basketball Characteristic Schools in Qingyuan". In order to fully understand the development of school basketball, this questionnaire is formulated. None of the content involves your personal information. I hope I can get your help.

Basic information :

1. Age:
2. Gender:
3. Year Grade:
4. Class Grade:

5. Would you like to join a class or school basketball game? [Choice of choice]

- A. Yes
- B. No

Education and Teaching

1. How many times does your school arrange basketball lessons every week?

- A. 1 time
- B. 2 times
- C. 3 times
- D. 4 times
- E. Five times or more
- F. Not arranged

2. In the indoor physical education class, physical education teachers with multimedia equipment teaching situation is?

- A. Every time
- B. Often used
- C. Occasionally
- D. once in a blue moon
- E. I haven't

3. What do you like to watch on multimedia devices?
 - A. Basketball game video
 - B. Basketball movies
 - C. Basketball skills
 - D. Basketball tactics
 - E. Basketball referee rules
 - F. Basketball games
 - G. Basketball culture
 - H. Others (please specify)

4. What have you learned from basketball lessons?
 - A. Basketball skills
 - B. Basketball tactics
 - C. Basketball referee rules
 - D. Basketball history and culture

5. How often do you take part in extracurricular basketball games?
 - A. 30 minutes or less
 - B. 31 minutes to 45 minutes
 - C. 46 to 60 minutes
 - D. More than 60 minutes
 - E. Don't play basketball

6. Where do you usually play ball in your spare time?
 - A. School basketball court
 - B. Off-campus basketball court
 - C. Don't play basketball
 - D. Others (please specify)

7. What do you think are the factors that affect your participation in basketball?
 - A. Less spare time
 - B. The number of site facilities is small
 - C. Not interested in basketball
 - D. Fear of injury during exercise

8. In what way do you play basketball in your spare time?
 - A. After-school training
 - B. Training held by the basketball club
 - C. Basketball team training organized by the school
 - D. Summer (winter) camp organized by campus basketball activities
 - E. Play ball with friends
 - F. Training classes organized by sports schools or basketball teachers
 - G. Don't play basketball
 - H. Others (please specify)

9. In the past year, which of the following campus basketball cultural activities have you participated in?

- A. Basketball knowledge lecture
- B. Fun basketball activities
- C. school basketball blackboard newspaper evaluation
- D. Basketball photography exhibition
- E. basketball painting
- F. Campus basketball essay contest
- G. Basketball players copy newspaper exhibition
- H. Basketball Keynote Speech Competition
- I. Others (please specify)

Training competition

1. When did you join the grade team?

- A. No grade team
- B. Yes
- C. No

2. When did you participate in the grade league organized by your school?

- A. No grade league has been held
- B. 1-2 times per year
- C. 3-4 times per year
- D. No

3. Are you on the varsity basketball team?

- A. Yes
- B. Plan to attend
- C. No

4. Why do you attend basketball practice?

- A. interest
- B. Exercise
- C. Develop special skills
- D. School requirements
- E. Parents' wishes
- F. enter the competition
- G. Make friends
- H. Enrich extracurricular life
- I. become a good basketball player

5. Why didn't you join the school basketball team?

- A. Less spare time
- B. Parents do not support
- C. too many applicants, there is no place
- D. The school doesn't have a basketball team
- E. not chosen
- F. not interested

G. other

6. What do you think is the impact of participating in after-school basketball training on learning?

A. the positive impact

B. No impact

C. It has a negative impact

Appendix2.Basketball Teacher Questionnaire

Research on the Development Status and Countermeasures of Basketball in the Characteristic School of Youth Basketball in Qingyuan City (Questionnaire for Basketball Teachers)

Dear basketball teachers,

Hello! First of all, thank you for your precious time to fill in this questionnaire, I am carrying out the title of "Qingyuan City youth campus basketball Characteristic schools basketball sports development status", I hope to get valuable first-hand information from you. The questions in this questionnaire are only for use in this research. The questionnaire is anonymous and there is no right or wrong answer. Please select the real answer that is consistent with the actual situation and tick "√" before the option. Thank you for your sincere cooperation!

Haaga-Helia UAS

Your basic information

The name _____

The title _____

Unit _____

Gender _____

Record of formal schooling _____

Age _____

Multiple choice questions:

1. Do you like the job of basketball teacher?

- A. I Like it
- B. I don't like it
- C. love
- D. So-so

2. Do you think you are qualified for this job?

- A. suitable for
- B. don't fit
- C. make do
- D. not too comfortable

3. What is your actual monthly income (excluding insurance)?

- A. less than RMB 3000
- B. 3000-5000 yuan
- C. 5000-10000 yuan
- D. 10000 yuan of above

4. Are you satisfied with your present salary?

- A. satisfied
- B. don't satisfied
- C. to our satisfaction
- D. Not very satisfied

5. Whether the school will pay the five insurances and one housing fund (basic endowment insurance, basic medical insurance, unemployment insurance and work-related injury insurance for you Insurance, maternity insurance, housing accumulation fund, etc.)?

- A. Pay in full
- B. Partial payment
- C. Failure to pay

6. How many hours do you work every day?

- A. Within 8 hours
- B. More than 8 hours

7. Does your school organize in-campus business learning?

- A. Organize regularly
- B. Little organization
- C. Never organized

8. What are your professional development goals?

- A. Very clear
- B. clear
- C. It is quite clear
- D. don't know

9. How do you feel about your current work status?

- A. Quite satisfied
- B. happy
- C. don't satisfied
- D. very dissatisfied

10. Which level of training have you attended?

- A. On-campus training
- B. Communicate with other peers
- C. Provincial and municipal training
- D. Did not attend

11. How many organized basketball trainings have you attended in the past year?

- A. Once or less
- B. 2 times
- C. 3 times
- D. more than 3 times

12. Do you think the training you have attended is helpful for the improvement of your professional quality?

- A. It's good to broaden the view
- B. Knowledge doesn't matter much
- C. Didn't learn anything
- D. Go through the motions

13. What would you like to get as a basketball teacher?

- A. Public recognition and respect
- B. Improvement of treatment
- C. Attention from leaders
- D. Get along well with colleagues
- E. Get promoted
- F. Sense of achievement in work

14. What are the main sources of training funds in your school?

- A. Special basketball funds
- B. School funding
- C. Corporate sponsorship
- D. Family input
- E. other

Appendix3.Outline of expert interviews

Research on the Construction Status and Development Countermeasures of Campus Basketball Characteristic Schools in Qingyuan City (Outline of Expert Interview)

Dear leaders and teachers, Hello !

My name is Zekai He, and I am writing my graduation thesis. Now I would like to consult you about campus basketball. I am looking forward to your help!

1. What do you think of the development of campus basketball in your school? What problems have you encountered in the process?
2. Does your university include campus basketball in the annual long-term work plan?
3. Do you think our school's basketball policies are reasonable? What do you suggest?
4. Do you think there is a single source of basketball facilities in our school? Any better comments or suggestions?
5. Do you think there is a complete teaching evaluation system for the current campus basketball course? Which ones, exactly?

Thank you for taking your valuable time to fill out the survey!
Wish you have a happy life,thank you!