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An Analysis on the Teaching Reform of Cheerleading in Colleges and Universities Based on the Improvement of Students' Quality

Xueqin Deng

Hainan Vocational University of Science and Technology, Haikou, Hainan 571126

Abstract: China is steadily pushing forward the reform process of education system, in the process of sports also carry on the deep reform. The diversification and scientific realization of physical education has become the inevitable development trend of college physical education. It is of great significance to introduce the lively and interesting cheerleading into the physical education curriculum system of colleges and universities to improve the comprehensive quality of students. Cheerleading not only shows a strong influence in shaping the charm of performance and the spirit of collective cooperation, but also shows the unique style of the team members in the performance process. Based on this, this paper mainly discusses the current problems faced by cheerleading teaching in colleges and universities, comprehensively improves the comprehensive quality of students, improves cheerleading teaching in colleges and universities, and puts forward suggestions for solutions.

Keywords: Comprehensive quality improvement; University cheerleading; Teaching reform

Introduction

In physical education, modern colleges and universities always follow the principle of socialist education with Chinese characteristics, at the same time, they are committed to inheriting and carrying forward China's long sports tradition and actively absorbing the essence of global advanced sports culture. With the popularity of dance cheerleading originating from overseas, students are not only strengthening their physical fitness, but also immersing themselves in the pleasure brought by this sport. Because of its integration of fashion and diversity elements, cheerleading shows the vitality and vitality of contemporary college students, so it is deeply loved and highly appreciated by the majority of students. The incorporation of cheerleading into the physical education curriculum of colleges and universities can effectively improve the comprehensive quality of students, and produce positive effects in the aspects of personal expression and teamwork consciousness.

1. There are problems in cheerleading teaching in colleges and universities

1.1 Teachers' problems

At present, China's cheerleading teachers have a certain degree of proficiency in technical mastery, but they are still insufficient in teaching experience. Some teachers have certain difficulties in classroom management and interaction with students, which has greatly affected the improvement of teaching results and quality. In addition, the overall quality of cheerleading teachers also needs to be further improved, including communication and expression ability, depth of knowledge and stability of mentality. For example, some cheerleading teachers in colleges and universities use inappropriate words in the course of teaching. Such improper behavior has a subtle influence on students, causing them to unconsciously imitate the words and deeds of teachers.

1.2 The problem of teaching and personnel training model

At present, there is a problem of unicity in physical education teaching methods in colleges and universities in our country. For example, the traditional demonstration teaching method is usually adopted in the teaching of cheerleading and other courses. To be specific, the teacher will play music and demonstrate a series of body movements, the students will imitate the teacher's movements, and then the teacher will correct the students' mistakes one by one. This kind of teaching method is monotonous and boring, which will affect the students' enthusiasm for independent learning in the long run, and is not conducive to the cultivation of students' independent analysis and problem-solving ability^[1]. In addition, most colleges and universities adopt a rigid education model in talent training, which operates cheerleading as an elective physical education course and mainly relies on traditional classroom teaching and occasionally organizes some small-scale cheerleading competitions. Such a single education model is not only difficult to effectively improve students' physical quality, but also difficult to fully develop students'

comprehensive ability.

1.3 Problems of teaching evaluation system

At present, in the teaching practice of cheerleading in many colleges and universities in China, the construction of the evaluation system is not perfect, and even the evaluation of sports such as cheerleading has not been carried out, and the management mode of "laissez-faire" has appeared, making it difficult to accurately evaluate whether cheerleading courses can effectively improve the comprehensive quality of students. In addition, although some schools have evaluated the cheerleading course, the emphasis of the evaluation mainly focuses on the surface factors such as classroom order and learning atmosphere, and fails to deeply analyze whether the students can comprehensively improve their personal quality by practicing cheerleading. In most cases, the evaluation of college classes is similar to the athletes who also play the role of judges. Due to the lack of students' participation in the evaluation, the evaluation results often cannot reflect the students' true feelings about the course content.

2. A new way of cheerleading teaching reform in colleges and universities based on the improvement of students' comprehensive quality

2.1 Strengthen the construction of the teaching staff of cheerleading in colleges and universities

Strengthening the construction of teaching staff is the key content of the development of colleges and universities. In order to comprehensively improve the comprehensive quality of students and improve the teaching quality of cheerleading, we must rely on a strong teaching staff. When recruiting cheerleading teachers, colleges and universities should attach importance to their professional ability and avoid temporarily assigning this teaching task to other teachers. Professional cheerleading teachers can guarantee teaching more effectively. In the recruitment process, in addition to the evaluation of the dance skills and teaching methods of the relevant personnel, their comprehensive qualities, including physical quality, psychological state and communication and expression ability should be comprehensively examined, especially the teachers with multiple talents should be given priority. Based on this, the shortage of cheerleading teachers has been effectively alleviated by hiring outstanding part-time educators. For example, experienced cheerleading teachers can be recruited from dance groups as part-time staff, while the professional training of in-service cheerleading teachers should be strengthened to pay attention to their professional development and progress^[2]. For example, professional promotion training programs for in-service cheerleading teachers can be planned, and teachers can be encouraged to actively participate in the study of knowledge enhancement, computer skills improvement and optimization of educational methods, so as to comprehensively improve their comprehensive abilities. Schools actively arrange teachers to actively participate in sports activities, enhance their personal fitness, enrich the cultural life of the teachers, organize cheerleading teachers to conduct outdoor extension training, and cultivate mental toughness. In the process of building the teacher team, the school also needs to strengthen the evaluation of in-service teachers, including teaching style and professional ethics, standardize teachers' behavior through evaluation, promote continuous innovation of teaching methods, so as to improve teaching quality.

2.2 Strengthen the innovation of teaching methods and personnel training model

In order to improve the quality of education and cultivate well-rounded talents, it is necessary to stimulate students' enthusiasm for learning and encourage students to actively participate in classroom activities. In terms of teaching strategies, cheerleading instructors should adopt project-driven method and collective cooperation method to strengthen teaching results, encourage students to practice in group form in class, enhance emotional exchange between each other, so as to help students form a sense of unity and cooperation, improve communication and expression ability. When teaching the cheerleading theory course, teachers can use information technology to expand the scope of students' knowledge by displaying rich image materials. At the same time, teachers can also use the methods of scene reproduction, fun teaching and interactive games to create a relaxed and happy learning atmosphere.

In the process of student training, in addition to daily curriculum education, the types and quantities of campus activities should be expanded to promote the improvement of students' comprehensive quality and create more opportunities for self-improvement. On the one hand, colleges and universities should organize diversified cheerleading competitions, which should distinguish between professional and amateur level, and encourage students to actively participate in cheerleading competitions. Participation in cheerleading competitions can not only improve personal self-confidence, but also improve students' ability to analyze and solve problems. For the cheerleading athletes with outstanding performance, teachers can arrange them to participate in competitive activities across the country and make continuous progress in the competition with top rivals. In addition, colleges and universities should adopt the school-enterprise model to cultivate high-quality human resources, for example, inviting cheerleading coaches from professional dance groups into the classroom to give guidance, and schools should arrange for students to have internships in enterprises and public institutions during holidays to improve students' vocational skills and professional ethics.

2.3 Improve the teaching evaluation system of cheerleading

In order to comprehensively improve the comprehensive quality of students, it is necessary to improve the educational facilities and teaching conditions, and build a scientific and comprehensive teaching evaluation system, which should contain both quantitative analysis methods and qualitative evaluation means. In the process of teaching evaluation, in addition to the participation of the education administration department and teachers, the participation of students is also extremely important, and students can directly evaluate the teaching ability of teachers. The evaluation of cheerleading course should not only be limited to the classroom atmosphere, but also extend to the in-depth evaluation of teachers' teaching style and ethics, and make a fair and true evaluation of cheerleading teachers through comprehensive consideration of various evaluation indicators.

3. Conclusion

Cheerleading is a kind of sports activity, the core value of which is to spread the noble ideas of courage, positivity, cooperation and struggle to college students. Popularizing cheerleading in colleges and universities is of great significance for improving students' comprehensive quality. With its unique style, cheerleading arouses the inner emotions of the new generation of college students, injects new vitality into college physical education, and promotes the improvement of the level of campus physical culture. By participating in cheerleading activities, students not only cultivate self-confidence, but also enhance the sense of collective honor and team cooperation ability, so as to constantly promote the construction and development of college sports culture.

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About the author: Xueqin Deng, August 1993, Female, Han nationality, Yunnan Huize, Master's candidate, Lecturer, research direction: Physical Education Training Cheerleading.