

Research on Teaching Reform Strategy of Cheerleading in Colleges and Universities under the Background of Core Accomplishment

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Abstract: Under the background of core literacy, the education system attaches more and more importance to the student-centered education concept, emphasizing that according to the actual situation of students, promoting the all-round development of moral, intellectual, physical, American and labor, plays an important role in the development of cheerleading movement in college physical education. Teachers should conform to the trend of The Times, update the educational concept, pay attention to enhance the core quality of students in the cheerleading training course, deepen students' understanding and knowledge of sports in daily training, and further improve the level of physical quality and sports skills. Based on this, this paper mainly analyzes the teaching reform strategy of cheerleading in colleges and universities under the background of core literacy.

Keywords: core literacy, university cheerleading, teaching reform

Introduction

At present, with the active promotion and support of colleges and universities, cheerleading has developed rapidly. In the course of the implementation of cheerleading training, teachers can master cheerleading sports skills, improve students' physical literacy and cultivate good habits. Through the cheerleading teaching reform, colleges and universities can change the singleness of the teaching content and teaching mode of the previous physical education teaching course, and improve the enthusiasm of students to actively participate in training. The cheerleading teaching reform has a positive impact on the improvement of students' comprehensive quality.

1. The importance of cheerleading teaching reform in colleges and universities under the background of core literacy

At present, the demand of physical education teachers and tutoring positions in colleges and universities is growing day by day. With the continuous and stable development of China's economy, the field of education has undergone continuous innovation, which has improved the standards of physical education in China. It is facing new requirements in student training, curriculum design and innovation of teaching methods. In this context, physical fitness activities gradually popularized and developed rapidly, many colleges and universities began to deeply implement the teaching reform of physical education and health courses. It has always been the core of the education system to comprehensively improve students' morality, intelligence, physical fitness, beauty and labor, and students' comprehensive performance has also been included in the comprehensive quality evaluation system, which fully reflects that physical education is undergoing

profound changes. The lack of stable teaching syllabus in traditional physical education results in students only being able to choose sports items according to their personal preferences, which has an adverse impact on the overall development of students. Most schools fail to pay enough attention to physical education and tend to regard it as a kind of extra-curricular recreational activity. As the competition in the workplace intensifies, sports activities gradually attract more people's attention, and schools are required to scientifically design related sports courses. Because of its strong participation and aesthetic value, cheerleading has become an indispensable part of college physical education courses, so teachers need to teach according to students' personality characteristics, stimulate students' interest in cheerleading, and encourage students to actively participate in the study of cheerleading courses.

2. Teaching reform strategies of cheerleading in colleges and universities under the background of core literacy

2.1 The application of small group teaching mode

Group interactive teaching, which is based on the group teaching model, provides a sufficient learning environment for students to explore in communication, discussion and after-class exercises. At the same time, teachers can assign students to groups with different characteristics according to their enthusiasm for cheerleading, body adaptability and different experience backgrounds, and provide professional skills guidance according to each group member's mastery of cheerleading skills. In addition, by organizing competition among groups, teachers can stimulate the continuous progress and innovation of each group in the competitive process, so as to promote the overall level of students in cheerleading practice. When conducting group cheerleading class activities, teachers should pay attention to establishing a harmonious relationship between teachers and students, and benefit students in the learning process through targeted guidance. Teachers can adopt heuristic teaching methods to guide students or groups to discover and solve problems independently, encourage reflection, enhance cooperation among group members, and stimulate students' enthusiasm for learning. Effectively improve the effectiveness of team learning and teaching quality, and help students to develop in an all-round way.

2.2 Using the flipped form of micro-lessons for teaching

At present, limited by the traditional cheerleading teaching mode, students' learning enthusiasm is generally not high, and class participation cannot be effectively improved. In order to cope with the limitations of traditional teaching methods, micro-lesson teaching method comes into being, and is applied in teaching practice as an innovative teaching strategy. By adopting micro-lessons as an auxiliary way of cheerleading teaching, it provides efficient and scientific training for students in the early stage of education. The implementation of micro-lessons relies on the information technology platform, and students can learn cheerleading skills independently by accessing relevant video materials on the Internet, and sort out and reflect^[1] on the problems encountered in the learning process. In the actual teaching activities, the teacher answers the questions raised by the students collectively, and gives specific guidance to the students' non-standard actions in the process of self-study. Through this method, the teaching time can be effectively reduced, the interaction between teachers and students can be enhanced, the teacher can arrange the teaching time more reasonably, and the students' interest in learning can be stimulated, so as to improve the teaching quality.

2.3 Adopting diversified teaching methods

Teachers can enrich the teaching content through diversified teaching methods, and then improve the students' autonomous learning ability, which plays an important role in the teaching reform of cheerleading in colleges and universities. For example, teachers can guide students to review before class, ensure that students are fully prepared for class learning, enhance students' ability to think through problems by encouraging students to ask questions actively, and encourage students to organize their learning experiences in a relaxed environment. By assisting students to consolidate what they have learned, using situational simulation, interactive participation and other teaching methods, teachers can

effectively improve the teaching level of cheerleading and promote students to actively master cheerleading skills in class.

2.4 Implementation of curriculum evaluation

2.4.1 Teacher evaluation

When evaluating students, teachers should take into account the following aspects: specific exercises taught, students' ability to lead and command, classroom behavior, theoretical knowledge and attendance. When evaluating the effectiveness of a particular exercise, the teacher will comprehensively evaluate the student's performance in the aspects of mastery of movement routines, standardization of movement execution, physical coordination, movement strength and aesthetic expression, and personal expressiveness, according to the cheer scoring system, and evaluate accordingly. In the process of evaluation, teachers should maintain fairness and impartiality, ensure the objectivity and authenticity of the evaluation, and avoid the influence of personal emotions; In the evaluation of students, teachers should use positive words to verbally praise students according to their actual performance, and affirm students' enthusiasm for participation and will quality; When evaluating students' classroom behavior, teachers should closely observe students' performance in cheerleading class, including concentration in class, enthusiasm in participation, confidence in leading dance, cooperation ability in executing group dance movements, logic and creativity of movement or emotional expression. In addition, theoretical knowledge may be tested by written or oral responses, and attendance may be recorded in a timely manner during each cheerleading class.

2.4.2 Student evaluation

In the evaluation of cheerleading physical education course, students can use the evaluation method taught by the teacher to evaluate each other in the form of a group, and the evaluation process must abide by the principles of fairness, justice and openness. Students can score the performance of their own exercises through mutual evaluation within the group and with other groups. The teacher should clearly point out to the students the details that should be paid attention to when arranging the self-choreographed exercises, including the change of the team, the display of the starting and ending postures, etc. The students should evaluate the learning attitude, progress speed and teamwork spirit shown by the members of the group and other groups in the process of designing the self-choreographed exercises, mastering the dance steps and training. The demonstration of self-composed exercises should include a complete beginning, middle and end, and the core of the evaluation is to pay attention to and evaluate the process^[2] of students' innovation ability and expression of emotions. Students reflect on themselves through self-assessment, evaluate their performance in cheerleading exercises, and evaluate themselves in many aspects, such as learning dance pace and participation in team cooperation, personal effort and cooperation spirit, and the final learning results.

3. Conclusion

The development of cheerleading courses in colleges and universities plays an important role in cultivating the core quality of college students' physical education and health discipline, and has a positive impact on enhancing students' teamwork spirit, physical education quality and social adaptability. At present, under the background of core accomplishment, colleges and universities should constantly reform the teaching mode. Teachers should pay close attention to students' learning progress in the course of cheerleading teaching, and actively reform the teaching mode according to the characteristics of cheerleading course, classroom management and evaluation methods, so as to promote the improvement of students' physical quality, healthy habits and sports ability. Teachers should strive to improve and enhance the teaching quality of cheerleading in colleges and universities, so as to contribute to the improvement of students' core qualities in the field of physical education and health.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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