

Application of Integrated Teaching Evaluation Model in Cheerleading Teaching in Colleges and Universities

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Abstract: Cheerleading is an important part of physical education courses in colleges and universities. It is of great significance to improve students' physical quality, physical coordination and aesthetic ability. Cheerleading performance can arouse the enthusiasm of the audience and create a warm and upward atmosphere. In the new period, it is necessary to innovate the teaching mode of cheerleading in colleges and universities, improve the effectiveness of cheerleading teaching, and give full play to the educational value of cheerleading course. Based on this, the article discusses the teaching of cheerleading in colleges and universities under the mode of integrated teaching evaluation for reference.

Keywords: teaching evaluation integration model, colleges and universities, cheerleading, cheerleading instruction

Introduction

Physical education course is an important way for colleges and universities to cultivate students' physical quality and sports skills and promote their physical and mental health development. Cheerleading is an important part of the physical education curriculum in colleges and universities. It is a sports event integrating sports, art, music and dance elements, and is well received by teachers and students^[1]. At present, cheerleading has become an important platform for students to show themselves and challenge themselves. With the promotion of cheerleading in college education, how to innovate cheerleading teaching and give full play to the value of cheerleading teaching is an important topic for colleges and universities to carry out cheerleading teaching. Traditional cheerleading teaching has not adapted to the development requirements of the period, and can not meet the diversified and personalized needs of students. In the long-term teaching, the traditional teaching mode of cheerleading has gradually exposed the problems such as the single evaluation system, the students' main body status is not prominent, which limits the play of the value of cheerleading curriculum. Therefore, it is necessary to explore a more scientific, efficient and in line with the modern educational concept of teaching mode. The purpose of this paper is to explore the teaching strategy of cheerleading in colleges and universities under the mode of integration of teaching and evaluation, in order to provide new ideas for cheerleading teaching in colleges and universities, and effectively improve the teaching efficiency of cheerleading courses.

1. Introduction to the integrated teaching mode of teaching evaluation

Integration of teaching evaluation is a teaching mode that combines teaching process and teaching evaluation, and integrates evaluation into all aspects of teaching to form a teaching system that promotes and supports each other^[2]. The integrated teaching evaluation not only pays attention to the evaluation of students' learning performance, but also pays attention to the evaluation of teachers' teaching ability and classroom evaluation. Through clear teaching objectives, rich

teaching activities and comprehensive and timely teaching evaluation, the integrated teaching mode jointly promotes the improvement of teaching quality and enhances the learning effect of students.

The implementation of the integration of teaching evaluation should be based on the fundamental educational goal of establishing virtue and educating people, design subject education goals based on students' learning situation, select appropriate teaching methods to carry out learning activities, implement teaching evaluation throughout the whole process, and finally optimize teaching strategies according to teaching evaluation.

The implementation of integrated teaching evaluation mode is conducive to promoting the improvement of teaching quality, enhancing students' learning effect and promoting teachers' professional development. Therefore, it is of great practical significance to introduce integrated teaching evaluation mode into cheerleading teaching in colleges and universities.

2. Application of integrated teaching evaluation model in cheerleading teaching in colleges and universities

2.1 Clarifying teaching objectives, guiding teaching activities and evaluation

First of all, teachers should clarify their teaching objectives, which should be consistent with curriculum requirements and teaching standards, and they should formulate teaching objectives based on students' learning conditions. Clear teaching objectives can guide teachers to design scientific learning activities and evaluation standards, evaluation methods. In the teaching of cheerleading in colleges and universities, teachers should be clear in technical skills, physical quality, performance ability, teamwork ability and other aspects of the level that should be achieved. Teaching objectives should be feasible to ensure that learning activities and evaluation can actually be carried out. To this end, teachers need to combine the age, physical strength, interests and future development needs of students on the basis of university cheerleading curriculum standards to formulate teaching objectives that meet the subject requirements and actual needs of students. Taking the teaching of the basic hand position of cheerleading as an example, the teaching goal can be set as that students can master the 8 basic hand positions of cheerleading, and the movement display should be accurate, smooth and powerful; Through teaching, the students' physical coordination performance improved significantly; Students can cooperate with each other to complete hand position combination movements, etc. According to this teaching goal, teachers can design teaching activities and evaluation methods to ensure that teaching activities can be targeted to improve students' abilities. Teaching objective is an important basis for teaching evaluation. According to the teaching objective, teachers can comprehensively and objectively evaluate the learning effect of students, and provide strong support for the subsequent teaching optimization.

2.2 Designing teaching activities to stimulate students' interest in learning

Teachers need to design scientific teaching activities around teaching objectives, adopt diversified teaching methods, and stimulate students' learning interest.

In class, teachers can use multimedia technology, such as video, pictures and other ways to vividly introduce the basic theory and technical points of cheerleading, at the same time, but also to combine the way of live action demonstration for students to intuitively reduce the points of cheerleading movement skills. The traditional cheerleading teaching only relies on the teacher's live demonstration, and the students imitate the teacher's demonstration movement. Although such a teaching method is intuitive enough, it has higher requirements for students' memory. College teaching is different from that of primary and secondary schools. Teachers usually teach 2-3 classes together with a large number of students. If the traditional teaching method is still adopted, it will increase the burden of teachers, because students will not fully master the skills after watching the teacher's presentation, and teachers need to demonstrate and guide them frequently. With the help of multimedia teaching, students can repeatedly show cheerleading movement skills, which is conducive to relieving teachers' teaching pressure, and helping students master cheerleading movement skills. Subsequently, teachers can use group cooperation, pairs of partners and other forms, so that students experience and master movement skills in practice. During this period, teachers should tour guidance, correct students' wrong movements in time, and ensure the accuracy and

standardization of technical movements. In class, teachers can also design the teaching method of group competition, stimulate students' sense of competition and team spirit, and make the classroom atmosphere more active. Based on the application of modern information technology in cheerleading teaching, teachers can also design flipped classroom. Before class, the teacher provides the students with teaching video materials, and the students watch the videos by themselves, learn and imitate the basic movements, and record the questions. In class, teachers mainly answer students' questions, and ask students to act as teachers to show their learning results, and students can also provide technical guidance to other students. Teachers can provide personalized guidance for students' shortcomings. This teaching method is conducive to giving full play to students' autonomous learning ability.

After class, teachers can assign practice tasks that are closely related to the teaching content in class, and encourage students to use their spare time to consolidate and expand. To this end, teachers can organize student cheerleading clubs, organize students to conduct off-campus competitions, off-campus performances, and further improve students' cheerleading skills and stimulate students' enthusiasm for cheerleading performance through actual speeches.

2.3 Carrying out teaching evaluation and continuously optimizing the teaching process

Teachers develop teaching evaluation systems based on the requirements of teaching objectives, give timely feedback, and constantly optimize the teaching process. To carry out teaching evaluation, it is necessary to take teaching objectives as evaluation criteria, adopt diversified teaching evaluation methods, and comprehensively evaluate students' learning effect and teaching process implementation effect. As the main evaluation subject, teachers can directly observe students' classroom performance in the process of teaching implementation, evaluate students' learning attitude, accuracy of movement skills, sense of rhythm, etc. Teachers can evaluate students' learning performance by their performance in the final examination. Teachers can also encourage students to evaluate each other, promote communication and learning between students, at the same time, teachers should guide students to self-reflection, and constantly improve the level of students' cheerleading skills. Teachers should adhere to the principle of combining formative evaluation with summative evaluation in teaching evaluation. Formative evaluation can timely understand students' shortcomings in cheerleading learning and provide basis for teaching improvement. Summative evaluation can evaluate students' learning outcomes and teaching effectiveness.

In the teaching process, teachers should give timely evaluation feedback to students to help them understand their shortcomings. Feedback reports can be sent to students through wechat, teaching platform and other channels, so that students can improve their learning in a targeted way. Teachers should also collect students' feedback on the teaching process through questionnaires and other ways. According to students' learning situation and feedback results, teachers should flexibly adjust teaching strategies.

3. Conclusion

To sum up, the integrated teaching mode is conducive to improving the teaching quality and strengthening the systematicness and scientificity of cheerleading teaching. To adopt the integrated teaching mode of cheerleading teaching in colleges and universities, we must first clarify the scientific teaching objectives, and design the teaching process and teaching evaluation system according to the teaching objectives. In the teaching process, teachers should adopt diversified teaching methods, fully respect students' main body status, and stimulate students' learning interest; In teaching evaluation, teachers should adopt diversified evaluation methods, introduce diversified evaluation subjects, and adhere to the principle of combining formative and summative evaluation. Through the implementation of integrated teaching evaluation, teachers can get comprehensive teaching feedback from evaluation and adjust teaching methods in time. Students can keep abreast of their learning status and constantly improve their cheerleading skills.

Conflicts of interest

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

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