

Research on the Current Situation of Teaching Cheerleading Courses in Vocational Colleges and Universities

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Abstract

This study uses questionnaire surveys and other methods to randomly check the teaching status of cheerleading courses in Guangzhou higher vocational and technical colleges, analyze the practical problems of cheerleading course teaching, and provide reference for the teaching reform of cheerleading in higher vocational and technical colleges. The results show that the teaching implementation of cheerleading courses in Guangzhou vocational colleges and universities is more reasonable, the teaching forms are mainly public elective courses, the teaching content is rich and diverse, the course evaluation methods are diversified, the cheerleading activities courses organized by the training team are better carried out, and the development trend of cheerleading training and competitions is better; the clubs carried out in Guangzhou cheerleading course teaching are mainly student organizations, dominated by self-management, and the activities are affected by many factors, and there are also young teachers' age structure, poor professional title structure, There are many problems such as weak scientific research capabilities.

Keywords

Cheerleading Teaching; Current Status; Questionnaire Survey; Curriculum.

1. Introduction

Cheerleading is a new sport, introduced to China by the NBA, cheerleading is more suitable for young people, cheerleading can not only improve the comprehensive quality of students, but also benefit the development of students' mental health, but also can improve students' aesthetic taste and improve the comprehensive quality and ability of contemporary college students [1]. Therefore, cheerleading is a sport loved by students, is a perfect combination of sports and art [2], however, in the current teaching of cheerleading courses in vocational colleges and universities, because some schools do not attach importance to the development of cheerleading, there are still many problems in the teaching process [3], affecting the effective implementation of cheerleading in the physical education curriculum of vocational colleges and universities. Therefore, this study summarizes the current situation of cheerleading teaching in various vocational colleges and universities, explores the problems to be solved in the process of cheerleading course teaching, and gives a substantive construction path[8], providing a reference for the better development of cheerleading course teaching in Guangzhou vocational colleges and universities.

2. Research Objects and Methods

The current situation of cheerleading teaching in Guangzhou Higher Vocational and Technical Colleges (random sampling survey of 9) was studied as the object of the study. First, search for relevant information about cheerleading courses from 2000 to 2021 to understand the teaching knowledge of cheerleading courses. Then, the teachers and relevant personnel of the cheerleading course of Guangzhou Vocational Colleges and Universities were interviewed to understand the actual situation of their curriculum. Finally, in the form of questionnaires, they were distributed to the students and teachers participating in the cheerleading courses of Guangzhou Vocational Colleges and Universities, collecting first-hand information and analyzing and discussing them.

3. Research Results and Analysis

3.1. Analysis of the Teaching Form of Sub-subject Courses of Cheerleading Courses in Guangzhou

3.1.1. The Teaching of Cheerleading Sub-subject Courses in Guangzhou Vocational Colleges and Universities is Mainly based on Public Sports Option Courses

Sub-subject courses are the oldest and most basic and important form of curriculum in the curriculum system, and are still constantly being reformed, developed and adjusted to meet the needs of people in different eras. The cheerleading Sub-subject course is to teach students the basic theoretical knowledge and technical skills of cheerleading in a planned, organized and systematic manner through special cheerleading teachers, which is the core course of all courses. In vocational colleges and universities, cheerleading Sub-subject courses are mainly carried out in the form of public sports option courses, and cheerleading elective courses are carried out in less form. In addition, the cheerleading Sub-subject course of Guangzhou Vocational and Technical College of Science and Technology is carried out in the form of a public sports course option course in the first year and in the form of a cheerleading elective course in the second year; the Guangzhou Civil Aviation Vocational and Technical College is also carried out in the form of an option course in the public sports class in the first year, and in the form of a unit of the physical education class in the second year as a compulsory course. Some vocational colleges and universities may consider trying to carry out cheerleading Sub-subject courses in the form of elective courses, which not only satisfies the love of more students for this project, but also increases the content of school elective courses and enriches campus culture.

3.1.2. Analysis of the Teaching Content of Cheerleading Sub-subject Courses in Guangzhou Vocational Colleges and Universities

Through the conversation with the cheerleading teachers of Guangzhou Vocational Colleges, it was learned that the cheerleading Sub-subject courses of each vocational college are mainly selected by the classroom teachers according to the actual situation of the school, the physical fitness of the students, the interests and hobbies and the comprehensive ability of the teachers, mainly including the teaching content of the cheerleading theory class, the teaching content of the practical class and the auxiliary teaching content of the practical class. And all of them take the teaching content of cheerleading practice classes as the core, basically there are cheerleading theory courses, and 56% of higher vocational colleges and universities have cheerleading auxiliary teaching content.

(1) Analysis of the teaching content of cheerleading theory in Guangzhou Vocational Colleges and Universities

Table 1. Selection of Cheerleading Theory Teaching Content of Guangzhou Vocational Colleges and Universities (N=9)

Theoretical teaching content	frequency	percentage	sort
Introduction to cheerleading	8	88.9%	1
The creation of cheerleading	4	44.4%	5
The athletic value of cheerleading	5	55.6%	4
Classification and characteristics of cheerleading	8	88.9%	1
Cheerleading exercise methods	7	77.8%	3
Cheerleading rules and adjudication laws other	3	33.3%	6
There are no cheerleading theory classes	1	11.1%	8

From Table 1, most vocational college cheerleading has theoretical courses. Among them, cheerleading teachers mainly choose the introduction of cheerleading, the classification and characteristics of cheerleading, and the exercise method of cheerleading as the theoretical teaching content of cheerleading. Through field investigations and interviews with classroom teachers, it was found that the teaching forms of cheerleading theory courses in various vocational colleges and universities are different, and most teachers choose to use 2 class hours to explain students intensively; while some teachers choose to intersperse theoretical knowledge in practical classes for teaching; some higher vocational colleges, such as Guangzhou Urban Construction Vocational and Technical College, choose to download and paste some texts and pictures of relevant cheerleading theoretical knowledge on the wall of the classroom for students to watch and learn at any time. Some schools, such as Guangzhou Light Industry Vocational and Technical College, choose to use the WeChat platform to share cheerleading theoretical knowledge and question banks to students.

(2) Analysis of the teaching content of cheerleading practice courses in Guangzhou Vocational Colleges and Universities

The teaching content of the cheerleading practice class of Guangzhou Vocational Colleges and Universities is different from that of professional colleges, mainly to take fitness shaping, pleasure of body and mind and cultivation of students' lifelong exercise ability as the main teaching purposes. In an interview with the teacher, the teacher said that "the quality of students in vocational colleges and universities is relatively poor, the professional courses are relatively heavy, generally these students do not exercise much in ordinary times, and they hope that they can drive more students through cheerleading classes, let students exercise more, let them exercise more, sweat more, and achieve a fitness effect." Through the investigation, it was learned that the teaching content of the cheerleading practice class of higher vocational colleges is relatively rich, and most of the cheerleading practice courses of higher vocational colleges will include the basic steps and combinations of cheerleading in their teaching content, and are generally arranged to teach in the first unit of the class, because the basic steps and combinations of cheerleading are the most basic, relatively simple, and students are easy to accept, through the basic steps and combinations of cheerleading, let students initially contact cheerleading, improve students' coordination ability; secondly, each vocational college chooses cheerleading, fitness street dance, aerobic dance The teaching content of the public cheerleading and self-compiled cheerleading operation is the teaching content of the cheerleading practice class; the choice of its content does not involve competitive cheerleading. Because of the competitive cheerleading, its sports intensity and difficulty are relatively large, the physical fitness requirements of students are higher, students need to have a certain professional foundation, there are certain requirements for the venue, and there are certain safety hazards, which is not suitable for teaching in higher vocational colleges.

(3) Guangzhou cheerleading practice class to assist in the analysis of teaching content

Table 2. Survey on the Auxiliary Teaching Content of Cheerleading Practice Class in Guangzhou (N=9)

Teaching content	frequency	percentage
Cushion up for strength exercises	5	55.56%
Strength exercises with light equipment	3	33.33%
Physical training	8	88.89%
other	2	22.22%
not	0	0

From Table 2, 88.89% of vocational colleges and universities have physical training, mainly including basic standing posture, etiquette posture and other training, shaping students' physical beauty; 55.56% of schools have cushion strength training, mainly including Pilates, yoga and joint flexibility exercises, aimed at improving the flexibility of students' body joints, alleviating learning pressure and enhancing students' joint muscle strength through exercises; only 33.33% of schools have light equipment strength exercises, mainly including dumbbells and elastic belt strength exercises. Through exercises, students improve the strength of each joint muscle. Some colleges and universities will choose other practical courses to assist in teaching content, such as pole training, running, etc. For example, because the cheerleading room of Guangzhou Light Industry Vocational and Technical College is around the school's athletic field, students will be required to run in the playground before each class, thereby enhancing students' cardiopulmonary function; Guangzhou Civil Aviation Vocational and Technical College pays more attention to student shape and will take pole training as an auxiliary class teaching content.

3.2. Analysis of the Assessment and Evaluation Methods of the Teaching of Cheerleading Courses in Guangzhou

According to Table 3, the assessment results of 8 of the 9 higher vocational colleges and universities are composed of technical assessment and ordinary grades, of which 80% of the technical course scores, 6 schools account for 20% of the usual grades; 70% of the technical grades, 2 schools account for 30% of the usual grades; there is only 1 vocational college that includes the theoretical course results in the assessment results, that is, the Guangzhou Light Industry Vocational and Technical College, whose assessment results are composed of 80% of the technical course results, 10% of the theoretical course results and 10% of the usual results. It can be seen that the assessment results of most vocational colleges and universities are composed of two parts: technical achievements and ordinary achievements, and mainly based on technical assessment, and few vocational colleges and universities conduct cheerleading theoretical knowledge examinations, indicating that teachers do not realize the importance of their theoretical knowledge learning, mainly to master technical skills as the main assessment standard, and the evaluation content is too single and not comprehensive enough. Through the questionnaire, it was learned that the assessment of cheerleading technical classes in various vocational colleges and universities is carried out in groups, and many teachers of higher vocational colleges will choose to conduct assessments in the form of group collective performances, record videos to share in the group, make the entire assessment process easy and pleasant, give students a platform for self-display, and meet the personality development of students. At the same time, the assessment carried out in this mode also shapes the learner's ability to work in a team.

Table 3. Proportion of cheerleading assessment results of Guangzhou Vocational Colleges and Universities (N=9)

Technical achievements	Theoretical achievements	Usual grades	frequency	percentage
80%	0	20%	6	66.67%
80%	10%	10%	1	11.11%
70%	0	30%	2	22.22%

3.3. Analysis of the Current Situation of Teaching and Teaching Staff of Cheerleading Courses in Guangzhou

The construction of the teaching staff plays a vital role in the reform and development of the cheerleading curriculum, so its investigation and analysis is an important part of grasping the development status of the curriculum. This paper conducts a survey and analysis of the age and teaching age, academic qualifications and titles of teachers in the entire teaching team, as follows:

3.3.1. Age and Teaching Experience of Cheerleading Teachers in Guangzhou Vocational Colleges and Universities

Table 4. Survey on the Age Structure of Cheerleading Teachers in Guangzhou Vocational Colleges and Universities (N=9)

age	frequency	percentage	Seniority	frequency	percentage
25<	0	0	5<	1	11.11%
26—30	2	22.22%	6—10	5	55.55%
31—35	4	44.44%	11—15	1	11.11%
36—40	2	22.22%	16—20	2	22.22%
41>	1	11.11%	21>	0	0

According to Table 4, most of the cheerleading teachers in Guangzhou Vocational Colleges and Universities are between 31-35 years old, accounting for 44.44%; 22.22% of the teachers are between 26-30 years old; 22.22% of the teachers are between 36-40 years old, and only 11.11% of the teachers are over 41 years old. The teaching experience is concentrated in 6-10 years. It can be seen that the age of cheerleading teachers in Guangzhou vocational colleges and universities shows a trend of rejuvenation, concentrated in the middle and young stage, and they all have rich teaching experience. At this stage, cheerleading teachers are relatively energetic, full of passion, more ideas, courageous to practice, have strong learning and practical ability, and are the main force in the reform and development of cheerleading courses. However, in the process of investigation, it was found that most of the cheerleading teachers are female teachers, and female teachers in this age group basically have their own children, most of the children are just born or 1 or 2 years old, it is difficult for teachers to put all their energy and focus on work, which is very unfavorable for the development of cheerleading courses, teachers should reasonably arrange good family and work, coordinate the relationship between the two, so that the two are not affected by each other.

3.3.2. Structure of Cheerleading Teachers in Guangzhou Vocational Colleges and Universities

From the above table and questionnaire survey, it is learned that 77.77% of the cheerleading teachers of Guangzhou Vocational Colleges and Universities have master's degrees; 22.22% are bachelor's degrees; teachers without college degrees, such as table, there are 1 associate professor, 7 lecturers, and 1 teaching assistant. It can be seen that the cheerleading teachers of Guangzhou Vocational Colleges and Universities are mainly lecturers, the publication of

scientific research papers is not ideal, and the publication of cheerleading related research papers is even less (there are 5 teachers who publish 0 cheerleading research papers, 4 teachers who publish 1-3 papers, and no one who publishes more than 4 papers). It can be seen that the academic qualifications of cheerleading teachers in Guangzhou vocational colleges and universities are relatively high, mainly composed of master's and undergraduate degrees, and mainly master's degrees, indicating that with the continuous progress of society, the reform and development of education and teaching, the quality requirements of cheerleading teachers in higher vocational colleges and universities are also getting higher and higher, which lays a good foundation for the further reform and development of education and teaching in the future, as well as the research of teaching and scientific research. Although it is said that the academic qualifications of cheerleading teachers in vocational colleges and universities are generally higher, they should have strong educational and teaching capabilities, a solid theoretical foundation and certain scientific research capabilities, but the title of teachers is generally low. On the one hand, because cheerleading teachers show a young state, through the investigation, it is known that teachers do not invest enough in scientific research, and the development of cheerleading theory and scientific research capabilities should be strengthened, and the combination of scientific research and teaching, theory and practice, so that the cheerleading course is at the forefront of science and effectively promote the development of course teaching.

Table 5. Survey on the Academic Qualifications of Cheerleading Teachers in Guangzhou Vocational Colleges and Universities (N=9)

Degree	Number	percentage
doctor	0	0
Master	7	77.77%
undergraduate	2	22.22%
College or below	0	0

4. Conclusions and Recommendations

4.1. Conclusion

The cheerleading Sub-subject courses of Guangzhou Vocational Colleges and Universities are relatively mature and reasonable, and the form of development is mainly public elective courses, with rich teaching content, diverse teaching methods and methods, diversified course evaluation methods, young teachers, low professional title structure, scientific research ability and the learning of cheerleading theoretical knowledge to be improved, and teacher staffing is slightly insufficient.

4.2. Recommendations

4.2.1. Develop Cheerleading Courses that Meet Social Needs and Adapt to Social Development

All vocational colleges and universities should strengthen communication and exchanges between colleges and universities, explore and develop cheerleading courses that meet the needs of society and adapt to social development, learn from each other, and improve together. In order to meet the needs of social development, attention should be paid to the cultivation of compound talents, and in the teaching process, we should not only impart students' knowledge and skills, but also pay attention to shaping students' comprehensive practical ability [7]. Modern science and technology has developed rapidly, has entered the information age, students' requirements for the curriculum and the demand for beauty have undergone qualitative changes, therefore, should reform and innovation out of new teaching methods, new

teaching content, diversified curriculum evaluation system and so on to present a new cheerleading course.

4.2.2. Strengthen the Construction of the Teaching Staff and Pay Attention to the Cultivation of Teachers' Abilities

Strengthen the cultivation of teachers' abilities [7]. The first is the professional ability of teachers, which should increase the opportunity for teachers to go out to train, so that teachers can get continuous learning, keep up with the pace of the development of the cheerleading project, constantly update the teaching content and teaching methods, encourage teachers to practice more (with training, with competitions), summarize more experience, and improve their cheerleading teaching and training level; secondly, scientific research ability, encourage teachers to participate in scientific research activities, listen to more lectures, develop new topics, improve their theoretical foundation, and conduct more in-depth research on cheerleading courses; It is to guide teachers to carry out correct teaching attribution, so that teachers realize that they play a vital role in the development of the curriculum, and give teachers the motivation to learn and improve themselves.

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