

# Research on Team Learning in College Cheerleading Teaching

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**Abstract.** The research applies the theory of learning-team to the teaching design of cheerleading, and changes the teaching and learning methods of cheerleading courses, changes the classroom organization forms, and enhances teaching interaction through the construction of learning-team cheerleading. The teaching takes student learning as the center, shapes the team spirit of college students, and improves the students' team innovation ability. The research results are of theoretical and practical significance to the reform of cheerleading courses and to promote the development of student team learning.

**Keywords:** college students, team learning, cheerleading.

## 1. Introduction

At present, the school sports reform puts forward the educational concept that takes the student "learning" as the center, and creates the "golden lesson" in the college classroom. How to improve the teaching effect of cheerleading courses? Some teachers use methods such as competition teaching methods, group teaching, and reversing classroom teaching. Its purpose is to improve students' movement skills, self-study ability and students' aesthetic ability for art courses. Cheerleading is a typical group sport. It is to fully demonstrate the team's superb sports skills and skills by collectively completing complex, continuous and difficult basic hand positions and dance movements, difficult movements, and transitional connections and cooperation. It is a sport that embodies youthful vitality, positive team spirit, and strives to pursue the highest team sense of honor. Cheerleading's characteristics of "collective and cooperative, pursuing team spirit and team creativity" requires teachers to make corresponding adjustments in teaching forms and student learning patterns.

According to previous studies, the application of various teaching methods in cheerleading exercises has certain effects on promoting students' cooperation ability, team spirit cultivation, and sports technology learning. However, the research lacks the path exploration for students' "learning" in Internet + education. According to the survey, at present, there is insufficient interaction in cheerleading classroom teaching, weak sense of mutual cooperation, and lack of innovation spirit. After class, students are mostly self-taught, with insufficient ability and motive to use the Internet to expand learning.

## 2. Cheerleading Learning Team Teaching

### 2.1 Learning Team Concept

Learning teams are groups of students who share information and other resources to achieve common goals and carry out learning activities through adequate communication and consultation according to certain rules and procedures [1]. Learning teams are efficiency oriented and voluntarily formed to maximize the internal efficiency. The members of the learning team organization "have their own characteristics". Members can share knowledge among themselves, they can complement each other's skills, and the collaboration between team members is more demanding.

### 2.2 Learning Team Teaching Model

The learning team takes the team's sharing as the core element, and members can share knowledge and skills, resulting in strong interaction. Learning team members have positive learning attitudes, clear goals, and personal goals coexist with team goals. In terms of learning effects, learning teams

emphasize process evaluation combined with terminal evaluation, including emotional and cohesion aspects.

### **3. Building a Learning Team in Cheerleading Teaching**

#### **3.1 Building a Cheerleading Learning Team**

Building a cheerleading learning team can motivate students with the same learning interests or hobbies to jointly accomplish a certain goal or task through joint learning and sharing learning experiences under the inspiration and guidance of a common goal. The learning team shows a flat organizational structure that reflects a truly equal, free, and open learning organization. The composition of the team members will also fully consider the students' cognitive level, technical ability, expressiveness, or individual characteristics such as college background and source. Constructing the team learning of students in cheerleading teaching can stimulate the motivation of individual learning, enhance the individual learning effect, integrate individuals into the collective, promote the improvement of team learning performance, and the teaching effect of teachers can be demonstrated by the maximum learning team.

#### **3.2 Promote Changes in Students' Learning Methods**

In the process of teaching and learning, teachers promote students to constantly understand, sum up, and internalize their own knowledge and skills. It is reflected in the process of forming each sports skill and migrating to the long-term social life practice in the future. 6] And ... The teaching and learning methods of the teaching and teaching have the characteristics of bilateral interaction between teachers and students. When teachers teach, they need to understand the students' feelings more. When students are studying, they should think about the teaching purpose of the teacher and experience the method of learning. Cheerleading teaching is a complex teaching process. Teachers should study its teaching methods in depth. On the basis of traditional teaching, they should delve into new teaching methods to enrich cheerleading learning-based team learning processes. In addition, teachers should provide guidance and help in learning. If necessary, teacher should go deep into student teams to study and help them complete independent learning.

#### **3.3 Strengthen the Teaching Interaction of Cheerleading**

College students are in an important stage of study in their lives. The intersection and permeability of modern science determine that the traditional physical education in classroom cannot satisfy the college students' thirst for knowledge and skills. According to the survey, about 19.9 % of students are not satisfied with their interpersonal skills, organizational coordination skills, and hands-on skills. 11.6 % of students believe that they have less communication with classroom teachers and hope that teachers can use their spare time to go deep among students and carry out learning and life exchange activities.

Cheerleading courses can set up many interactive links among teachers and students. For example, students can organize discussions in class. Regarding technical movements, they can also organize student teams to conduct dance competition to display learning content. Through teaching demonstrations, students' self-confidence and aesthetic ability are enhanced, and students are encouraged to shift from passively accept knowledge to actively seek learning content. After class, students can be organized to observe the competition and strengthen the exchange and learning with other students. Schools can also organize inter-school competitions to promote students' ability to improve their ability to participate in activities, learn from each other, and progress with each other.

#### **3.4 Inspire Student Team Spirit and Student Innovation Motivation**

Cheerleading is healthy, fashionable, dynamic and able to gather the collective will of students. The cheerleading class plays a good role in promoting students' excellent style of study. Team spirit is a quality that must be possessed by the times. One of the important reasons for the lack of team

spirit is the lack of training of team spirit in education. In cheerleading teaching, students can effectively cultivate team spirit and team learning awareness, conduct extensive and in-depth communication, exchange and cooperation, and use the collective intelligence of the team to promote target completion. Cheerleading requires everyone to cooperate in action combinations. In dance and technique programs such as flower ball cheerleading requires students to have coordinated action performance, good positive spirit, and innovation. In the formation layout and movement beautification, we need everyone to brainstorm, actively innovate, to highlight the team's characteristics and routines. When completing the difficult movements of technique cheerleading, students need tacit cooperation and mutual trust. They need to have a strong sense of team and cooperation spirit to achieve the artistic effect of beauty and shocking display.

### **3.5 Promote a Team Learning Evaluation Model**

Xu Mingxin's research pointed out that in many colleges and universities there is still a certain distance from the scientific, standardized, and standardized sports examinations, and the errors reflected in the sports examination process are relatively large. There are many factors that affect the examination. However, the controllability is relatively small. In the formulation of examination content, methods, and scoring standards, there is a lack of scientific experiments and arguments. When teachers evaluate students' performance, some of them have subjective arbitrariness, which directly affects the quality of the examination.

The change of teaching and learning mode of cheerleading learning team will bring about the innovation of evaluation mode. The evaluation of cheerleading courses is a comprehensive evaluation of students, starting with technical actions. In the course evaluation, the process and outcome of comprehensive evaluation, and the team and inter-team evaluation combined to encourage students to participate in the evaluation process. First, enrich the content of evaluation and conduct diversified evaluation. The evaluation of the cheerleading course evaluates the technical completion, artistic performance and team spirit. In the evaluation process, skills and physical quality, team spirit and team learning process are effectively combined. Second, the evaluation process will be more flexible and dynamic, conducting real-time evaluations, and adding points and verbal encouragement to task completed team. In addition, teachers can organize group demonstrations or teaching competitions between teams to test. The teacher and technical backbone of students participate in the evaluation process, evaluate the team learning results, and avoid mistakes and deviations due to personal evaluation. Scientific and reasonable evaluation model can promote the growth and performance of learning team.

### **3.6 Construction of Internet + Cheerleading Teaching Model**

Lai Yingying(2017) pointed out that adopting modern educational technology teaching methods in the context of "Internet +" in college cheerleading elective courses can significantly enhance students' cheerleading learning interests. Modern educational technology has expanded students' horizons for learning cheerleading, enriched teaching content, and taught modern educational techniques in the context of "Internet +" to cultivate students' interest in cheerleading learning. [2] At present, "Internet + education" has spawned new courses, which in turn require courses to be "high order, innovative, inquisitive and personalized." The Internet + cheerleading teaching model can promote students to study online and offline. Online teachers focus on the key points and offline team members conduct in-depth course learning. Such a mixed learning model effectively promotes student-centered changes in learning and teaching methods, organically integrates students' knowledge, skills, and literacy, fosters students' ability to solve complex problems, and promotes high-level thinking activities, inquiry and individualized learning.

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