

Application of Imagery Training Method in Cheer-leading Teaching

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Abstract: Nowadays, cheer-leading plays an important role in the sports culture. Students can improve their body and the quality of life by learning cheer-leading, thereby establishing a lifelong awareness of sports. This paper systematically studies the introduction of the imagery training method in cheer-leading teaching, aiming to provide a complete teaching method for educators and improve the efficiency and quality of cheer-leading teaching.

1. Introduction

Since learners cannot master the key movements of cheer-leading accurately within one or two courses, it is difficult to learn it well in a short period of time due to its diversity. The imagery training method aims to form a movement system in students' mind so as to facilitate active learning [1]. This method should be used as a kind of assistance in cheer-leading teaching based on teachers' demonstration and explanation in order to better solve relevant teaching problems. What's more, students' interest and efficiency in learning cheer-leading can be effectively enhanced, and teachers can perform cheer-leading teaching more smoothly.

2. Relationship between imagery training and cheer-leading

Cheer-leading, in its essence, is a new form of sports dance that combines ballet, modern dance, martial arts, etc. As an integration of sports, dance, fitness, and music, it can effectively inspire students and enhance their confidence in learning. This new form of sport has been widely recognized and welcomed by the society as well as the school because it alleviates students' learning pressure, improves their physical quality and sense of balance, thus benefiting their comprehensive development.

The imagery training method can also be called the intention training method, which refers to the method that helps the students to master the contents by reciting, reviewing, and recreating what has been taught. Imagery training enables students to continually consolidate the learning content and movements, thereby better mastering the cheer-leading movements. The imagery training method mainly covers: sensory awareness training that enables students to feel and memorize the dance movements; clearness training that facilitates students' movement memory; control ability training that facilitates students' multiple times of memorization and secondary creation in the process of movement learning [2].

3. Importance and necessity of using the imagery training method in cheer-leading teaching

(1) Ensure movement accuracy

Many cheer-leading learners express that they are able to master the essentials movements and form a coherent movement process in their mind after learning for some time. However, fast rhythm and varied formations make it difficult for students to deliver coherent performance. It is often the case that they fail to connect various movements, which ultimately affects the overall performance. In response to this, the teacher should observe student's performance during the teaching process, and figures out the tricky movements. Then, the teacher can make a video based on these movements, which can be used to better guide the students in a more targeted manner; in this way, the quality of cheer-leading teaching can be improved [3].

(2) Make cheer-leading movements more aesthetic

Our body can memorize the movements in its own way. When the body has gradually adapted to the movements, movement memory and motor reaction will occur, which is called unconscious movement and it is what students will experience during the cheer-leading learning process. However, at the early stage of training, students can not master the movements well. Therefore, teachers should carry out conscious training to strengthen movement memory. With the increase of training time and intensity, movement memory is strengthened, and the students can basically master each movement and complete the performance in an unconscious manner. In this process, the imagery training can effectively stimulate students and enhance their concentration, thus facilitating their mastery of cheer-leading.

(3) Enhance the efficiency of cheer-leading teaching

In classroom teaching, the teacher, as the main body of teaching activities, is an important guider. Therefore, they should correctly demonstrate each cheer-leading movement to ensure that a systematic cheer-leading performance can be formed in the minds of students. The demonstration and performance of teachers, as the basis of imagery training, can facilitate efficient learning and mastery [4]. Moreover, teachers should make effective and comprehensive evaluation and encourage students who adopt the imagery teaching, thus actively promoting their learning motivation. Imagery training learning method can facilitate the transformation and utilization of knowledge, and enhance students' sense of accomplishment in learning, thus fully mobilizing the initiative of students. In this way, the classroom is no longer dominated by teachers, while students can be more active and motivated in delivering better performance.

4. Application of imagery method in the cheer-leading teaching

(1) Pay attention to the basic part of cheer-leading training to ensure smooth teaching

Cheer-leading is a sport with relatively complicated movements. It is necessary for teachers to strengthen students' perception of movement and perform scientific teaching using the imagery training method. An important prerequisite for the practice of imagery training is that the students should master the ways of imagery training based on the detailed explanations on its psychology, physiology, and the content and methods made by teachers. In addition, teachers should improve the students' learning style and practice methods in a better teaching environment, in which the students can develop the best physical and mental states. In this way, students can gain greater achievements with a solid foundation for the imagery practice of cheer-leading.

For example, teachers can guide the students' practice verbally so as to create a better cheer-leading process in their mind, which can also impress the students with the key movements. It is worth noting that cheer-leading teaching can not rely solely on imagery training. Instead, this method should be used as a supplement in teaching for the skill consolidation after class.

(2) Emphasize the artistic value of cheer-leading to enhance learning enthusiasm

Cheer-leading performance is of strong technical and practical values, while students' correct understanding of cheer-leading can enhance its competitive value. Cheer-leading is also a kind of sports emphasizing team awareness and group structure. With deeper understanding of the cheer-leading progress, students can better coordinate and cooperate together; in this way, the aesthetic value of cheer-leading performance can be enhanced. Learning results is closely related to students' physical conditions. Therefore, it is of great significance for teachers to accurately explain and demonstrate movements in classroom teaching. Imagery teaching method should be adopted to enhance the teaching effect by helping students to master the key movements. The method can be carried out in the following steps.

Firstly, multimedia tools shall be used to show the correct cheer-leading movements in a comprehensively manner while focusing on the key ones. Through constant imitation and practice, students can memorize the movements both physically and mentally, thus quicken the pace of learning.

Then, after understanding the overall movements, students should be guided to perform imagery training, with their eyes closed, reviewing the key movements in their minds. In this way, they can

feel the memory in their bodies and minds.

Last but not least, students shall reinforce what they have learned by using imagery training after classroom teaching. For example, before going to bed, they can review the movements in their minds, with their body lying on the bed, relaxed yet concentrated. The imagery training method is impossible to master in one day, but it indeed will improve students' ability to memorize cheer-leading movements in the long run[5].

(3) Pay attention to students' learning needs and experiences to enhance learning pleasure

The imagery teaching method can combine students' practice with the memory of the body and mind, laying a solid foundation for cheer-leading learning. Strict muscle requirement means that students need to have good physical coordination and athletic ability. In the initial stage of imagery training, they may feel hard to adapt to this method. However, as students become more capable of using it, they will be more motivated in learning cheer-leading. By reviewing the daily practice like watching a movie, students can pay more attention to the decomposition and combination of movements, thus facilitating the development of cheer-leading skills.

(4) Adopt information-based techniques to balance traditional and imagery teaching methods

With the continuous advancement of science and technology, a large number of information-based teaching methods have been introduced in education. Teachers should also use more technologies in the teaching of cheer-leading. For example, teachers can demonstrate the movements based on the video of professional performers before teaching to help students understand the whole performance process, which can effectively improve students' cheer-leading performance and facilitate the teaching process.

Teachers should also combine teaching with the imagery training method to help students handle the possible problems. In addition, cheer-leading learning is related to students' learning ability. Students vary in the ability to control the rhythm and concentrate. Some can achieve good results in a short period of time, while some others may encounter more problems and difficulties. Teachers shall divide students into groups based on their learning ability; in this way, students can help each other in movement learning, thus benefiting the whole class.

5. Conclusion:

The imagery training method means to stimulate students' minds and memories as a whole to effectively promoting their mastery of cheer-leading movements. In the process of teaching, teachers should make rational use of new educational equipment according to relevant teaching standards so as to improve teaching efficiency and students' cheer-leading performance.

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