

# Study on Cultivating the Gymnastics Teaching Ability of College Students Majoring in Physical Education

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**Abstract**—Students who are majoring in physical education are the reserve force of physical education teachers in primary and secondary schools. Their teaching skills are vital to improve the quality of teachers. Basic gymnastics is one of the teaching contents of physical education in secondary schools. To train physical education teachers as the main goal of the college physical education major, we should summarize the training principles of basic gymnastics teaching ability and methods in practice and focus on the training of the students' ability and development.

**Keywords:** *physical education major, gymnastics teaching, ability training*

## I. INTRODUCTION

China has promoted quality education since 1980s; it has focused on the improvement of human qualities. The key of quality-oriented education is teachers, and the main target of physical education majors in ordinary universities is training physical education teachers for secondary schools. Basic gymnastics, as one of the sports teaching contents in secondary schools, is also the main content of amateur training and daily sports teaching. It plays an important role in cultivating students' quality and posture. (Liu Zhiming, 2004)

With the increasing number of physical education students, the demand for physical education teachers in elementary and middle schools is constantly increasing, and the requirements are increasing. Because basic gymnastics plays the important role in cultivating sports professional, some physical education colleges have included basic gymnastics as a separated course to help strengthen teaching. Therefore, this article explores the cultivation of students' basic gymnastics teaching ability based on the teaching characteristics of normal colleges. (Liu Zhiming, 2004) At present, in the gymnastics teaching of physical education majors in colleges and universities, more attention is paid to the professionalism of physical education, but its normal essence is ignored and insufficient. Not enough attention is paid to the cultivation of students' teaching ability, so that it cannot really be competent for the teaching of school physical education. (Li Yongzhi, 2001) The cultivation of

students majoring in physical education in colleges and universities is no longer singular cultivation of students' professional skills and basic knowledge of physical education, but it is more important to cultivate students' teaching ability

## II. IMPORTANCE OF TRAINING GYMNASTICS TEACHING ABILITY OF PHYSICAL EDUCATION STUDENTS IN PHYSICAL EDUCATION COLLEGES IN CHINA

Basic gymnastics is an important part of the gymnastics curriculum for physical education majors in colleges and universities of physical education. Through the continuous practice of gymnastics, it promotes the normal development of the human body, cultivates the correct body posture, improves the overall development level of the body, strengthens the body of the entire nation, improves physical fitness, and shapes the beauty of the human body and the soul. At the same time, it can promote the sensitization of national fitness activities, enrich the amateur cultural life and public leisure and entertainment life, expand the social range between people, shape good moral and moral qualities, cultivate the courageous, tenacious will and quality, constantly develop and innovate the sense of competition, and adapt to the requirements of sports development in today's society. (Li Lihua, 2013)

In recent years, with the deepening of the reform of compulsory gymnastic course in colleges and universities, gymnastics teaching has made corresponding breakthrough and development to some extent. However, due to the obsolescence of the teaching objectives, teaching contents and teaching ideas of the required gymnastics courses in different colleges and universities cannot meet the needs of the gymnastics teaching in primary and middle schools to a great extent, and cannot satisfy the society's demand for sports talents. To a certain extent, it reflects the aging of the knowledge system in the aspects of training objectives, teaching plans, teaching progress, teaching contents and examination standards of the required course of gymnastics in the major of physical education. The assessment and examination are still based on artistic gymnastics technology, which neglects the significance and role of the cultivation of

students' teaching ability in adapting to primary and secondary education. Therefore, it is necessary to train the students' teaching ability in the required course of gymnastics in physical education major.

### III. TRAINING PRINCIPLES OF BASIC GYMNASTICS TEACHING ABILITY

#### A. *Planning principles*

The basic gymnastics teaching ability is not achieved overnight, but it is formed through a series of processes such as mastering the essentials, understanding movements, mastering teaching methods, etc., combined with relevant theoretical knowledge, and applied to the actual teaching process to complete such a system. Therefore, the training of gymnastics teaching ability must be planned. As a teacher, we must start with the training goals and plans, combine the actual situation of gymnastics, formulate corresponding measures, adopt effective methods, and purposefully and systematically cultivate students' basic gymnastics teaching ability.

#### B. *Principle of progression*

Basic gymnastics teaching ability includes language, demonstration, formation organization, error correction, etc. These skills are composed of many branches. For example, the language ability is composed of commands, explanations, exhalation, prompting, etc. In the case of training many abilities at the same time, it is difficult to achieve the desired results. Not only the cultivation of overall ability and quality follow the principle of gradualness, but also the command ability of single content is gradually developed. In the review class where students have basically mastered the content, students must practice and call passwords collectively. People take turns to ask students to practice their commands or practice drills, as well as demonstrations of exercises and the cultivation of their singing skills. In short, the training of basic gymnastics teaching ability should be connected with the actual teaching process, the content should be made from parts to the whole, the number of people should be collective (multiple) to single, and the organizational form should be from team to demonstration on the platform, and the process should be conducted gradually from easy to difficult.

#### C. *Principle of associativity*

For cultivating basic gymnastics teaching ability, firstly, we must apply relevant theoretical knowledge, and secondly, we must have strong practicality, such as, the specific teaching, which requires the certain time guarantee. It is difficult to meet the requirements only by gymnastics classes, and there are many basic gymnastics teaching abilities to be cultivated, which are difficult to achieve within a limited time. Therefore, in terms of cultivating abilities, we should not only highlight the key points but also combine them according to the actual conditions of each teaching stage. This is to say, we must combine theory with practice, gymnastics and other technical courses, so that we have time to ensure better cultivate students' basic gymnastics teaching

ability. For example, after the gymnastics class, each technical class should also have a corresponding plan based on the overall training plan, so that students can prepare the part of lesson plan for the basic content of the teaching content, and carry out teaching to create more practical opportunities for students. Students can also keep summing up and improve their teaching ability.

#### D. *Practical principles*

Ability usually refers to the ability to complete certain activities. Basic gymnastics teaching ability refers to the ability to teach basic gymnastics content in a certain teaching environment. As we all know, sports knowledge and skills are the foundation of physical education teaching ability and necessary prerequisite for cultivating ability. But having these foundations and conditions does not mean that students have the ability to teach. The cultivation of ability also needs a teaching process. Through teaching practice, on the one hand, it tests the mastery and application of related knowledge and technology; on the other hand, through analysis and summary, students continuously masters teaching skills and improve teaching ability. Students are mainly learning, but according to the normal characteristics of physical education in colleges and universities, students should have appropriate teaching opportunities, and their content should be based on the training goals and combined with the actual teaching to achieve the purposeful and planned result step by step from parts to the whole. Only when all the technical courses coordinately create necessary practice opportunities for students can the students' basic gymnastics teaching ability improve qualitatively. (Liu Zhiming, 2004)

### IV. CULTIVATION OF GYMNASTICS TEACHING ABILITY

#### A. *Ability to explain*

Aiming at the phenomenon that students do not speak well, it is necessary to create a variety of environments and opportunities for language expression, inspire students to think positively, train students to master a variety of explanation methods, and improve their ability to explain. Explaining skills refer to the skills of teachers mainly using teaching language to convey teaching information to students. In the gymnastics teaching process, the ability to explain is neither a simple recitation nor narration of the essentials of the action, nor a simple description of the external morphological characteristics of the action. It is an accurate and vivid language combined with the intuitive image of the teacher's demonstration of the action. The essentials and the difficult points of the movements that are not easy for the students to grasp are prompted to help students understand the movements and enable the students to quickly master the ability of movements. First of all, the verbal explanation should be clear and contagious. Second, grasping the important and difficult points of the explanation, and paying attention to the logic explanation, trying your best to explain it clear and rigorous. Finally, we must always observe the students' reaction and adjust teaching content in time. Teachers' proper use of language can not only explain affairs,

but also organically combine knowledge transfer, moral education, and intellectual development, and finally promote the art of teaching. Humorous speaking, accurate terminology, standard pronunciation, and frustrated intonation can complete the teaching tasks well and attract students' attention and stimulate their interest in learning. (Li Xiaodong, Yang Bing, 2013)

#### *B. Demonstration capabilities*

Demonstration is an important part for intuitive teaching in physical education. In teaching, students are first trained to have the ability to complete movements independently. Through repeated exercises, contrast exercises, observation exercises, mutual help exercises, and check exercises, students can master demonstration skills, correct the demonstration location and timing. It also requires that complete and decomposed demonstrations be performed, and the demonstrations contrasted right and wrong to meet the standards required by the demonstrations. As students of physical education majors, because action demonstrations can be formed vivid as specific action appearances in their minds, they should not only master the relevant action essentials, but also need to demonstrate a clear purpose, perform standardized and accurate demonstration, and proficient, brisk, beautifully coordinated, and focused demonstration movements, etc., so that the demonstration is targeted and the demonstration effect is improved. Teachers' intuitive display of correct and standard movements can enable students to gain direct feelings and improve the efficiency of grasping the essentials of movements, even increase students' learning interest, stimulate students' consciousness of learning, and help to form the correct dynamic training. (Li Xiaodong, Yang Bing, 2013)

#### *C. Organizational capabilities*

The organization and management of physical education teaching refers to the design and control of physical education environment, interpersonal relationship, teaching discipline, and teaching feedback in order to ensure the order and effectiveness of physical education. Whether a physical education lesson can be carried out smoothly, the teaching method is proper, or how the effect of the lesson depends largely on the teacher's organizational teaching ability. The content of classroom organization and management is complex and includes the aspects of organization and management of teaching forms, layout of venue equipment, classroom control, prevention and treatment of disciplinary violations. Teaching practice, which is gradually developed by teachers in the practice of continuously solving contradictions, often puts forward various requirements to us, and the organization ability is particularly outstanding. Therefore, teachers must properly organize and guide students to participate in activities that complete various tasks. In guiding these activities, we must take the cultivation of students' organizational skills as part of model education, purposefully arrange students to carry out practical activities, and gradually strengthen students' perceptual knowledge to improve students' organizational ability. Good teaching and management ability in physical education class is an

important aspect to ensure the smooth implementation of physical education, and also an important embodiment of the basic skills of physical education teachers. Physical education has its own characteristics. It takes place outdoors, has a wide range of activities, a lively learning life, a wide range of interests, and a large number of people. It is not easy to concentrate. Teachers have to complete specific tasks in physical education. This not only requires teachers to master the general laws, methods, and means of education, to grasp the laws that physical education should follow, but also to have a strong organizational teaching ability.

#### *D. Protection and assistance capabilities*

Extensive use of protection and assistance in gymnastics teaching and training is a distinguished feature of gymnastics. It is different from sports such as track and field and ball games. In gymnastics teaching, protection and help are important means for students to correctly understand and quickly master movements, and they are also active measures to improve teaching quality and prevent sports injuries; it is also an important aspect of training teachers' gymnastics teaching ability. Proper use of protection and help will help reduce the physical and psychological burden of the practitioner, and help the practitioner to establish the correct concept of movement as soon as possible, master the movement technology, and improve the quality of movement.

Gymnastics, especially competitive gymnastics, is a device that puts the human body on a certain height of equipment or space to complete certain abnormal and complex movements, which has a certain degree of thrill. In teaching and training, injuries may occur due to falls and hands off. For this reason, it is important to protect and help students in a timely manner when they are in danger while taking action. Therefore, it is of practical significance to promote the development of gymnastics activities in schools by training students with the skills to protect and help in teaching and training.

### V. CONCLUSION

In short, basic gymnastics, as the main content of all kinds of school physical education preparation activities, plays an important role in competitive sports, school sports and national fitness sports activities. Therefore, physical education colleges train physical education professionals and strengthen basic gymnastics teaching. Due to the combination of talent training and practice in colleges and universities, the employment direction of many physical education students in the future is primary and secondary school physical education teachers. Therefore, the cultivation of teaching ability is particularly important. It is not only the comprehensive embodiment of students' knowledge and skills, but also the important sign whether the secondary school teachers trained by sports colleges and universities are qualified or not. Therefore, it is worthy of further research and exploration on strengthening the cultivation of gymnastics teaching ability of students majoring in physical education.

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