

Research on the Dilemma of Gymnastics Teaching in Colleges and Universities and Reform

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ABSTRACT. *Gymnastics is a physical exercise and an important part of physical education teaching in colleges and universities. It plays an important role in developing the students' physical quality, improving the students' psychological quality and increasing the students' aesthetic judgment, etc. However, with the development of the times, the gymnastics teaching in colleges and universities show many dilemmas such as backward teaching concept and single teaching mode, so that the development of college gymnastics takes a heavy hit. Therefore, a new gymnastics teaching mode is urgently needed to let the college gymnastics teaching break through the dilemma.*

KEYWORDS: *College physical education; Gymnastics teaching; Teaching dilemma; Reform countermeasures*

1. Introduction

Gymnastics realizes physical exercise only with hands or with the aid of an instrument as a kind of sports event. The gymnastics plays an important role in developing people's physical quality and enhancing the organ functions of human body. The regular gymnastics practice can promote the balance, coordination and flexibility of human body and also plays a special role in improving the sensitivity of human nervous system. Gymnastics is divided into competitive gymnastics and basic gymnastics. The modern gymnastics is featured by rich content, diversified movement and graceful posture and is aesthetic and ornamental. Gymnastics started earlier in China, so it is an important part of physical education in colleges and universities and has great significance for the all-round development of students. However, with the development of the times, the gymnastics teaching in colleges and universities show many dilemmas and the gymnasts cultivated are unable to adapt to the social needs, so a new gymnastics teaching mode is urgently needed to let the college gymnastics teaching break through the dilemma, improve the quality of college gymnastics teaching and cultivate high-level qualified personnel.

2. Dilemma of Gymnastics Teaching in Colleges and Universities

2.1 Backward Teaching Concept

Affected by the traditional teaching concept, the gymnastics teachers have got used to take the teaching content of competitive gymnastics as the main content of gymnastics course. But in the recent years, such content has been unable to adapt to the current needs of society and school physical education, so the college gymnastics is less and less appreciated and the students' comprehensive quality is hard to be improved. In addition, the great difficulty in technical movements of gymnastics requests the students to have a deep understanding of theoretical knowledge about gymnastics, but the setting of gymnastics theory courses in colleges and universities lacks scientificity and systematicness, so the students cannot better master the theoretical knowledge and just stay around superficial for what they have learned to severely affect the perception and control of students over the gymnastics movements and make the gymnastic teaching quality fail to meet the requirements[1].

2.2 Single Teaching Mode

The gymnastics teaching mode refers to the teaching structure and teaching system under the interaction of such elements of teachers, students, teaching content and teaching environment under the guidance of given physical education thought according to the set objectives. The traditional gymnastics teaching objective is to let the students master the basic gymnastics skills and the teachers mostly take direct-vision method, linguistic method and practice method to give lessons, so the gymnastics teaching mode is: teachers' unified one-way demonstration→decomposition of key gymnastics movements→students' repeated practice →teachers' correction and summary. Such single compulsory teaching mode can show certain effect within a short term, but it cannot arouse students' enthusiasm and interest in learning gymnastics for a long term and the students are not the subject in the teaching process but passively accept the content taught by the teachers. Their individualism is neglected and the fitness nature, entertainment and artistic beauty of gymnastics are not manifested. Moreover, the students are easily resistant to gymnastics, and thus the gymnastics teaching effect is poor and the teaching objective is also hard to be realized.

2.3 Unscientific Assessment Method

The traditional assessment method of gymnastics is based on the completion quality of students' technical movements, but each student's physical condition, efforts in class and progress made are neglected. This broad-brush assessment method cannot manifest each student's individual quality, easily gives a blow to the learning enthusiasm of the students who practice very hard and reduce their passion in learning gymnastics. Moreover, the students will be overawed by the difficulties

and retreat due to the great technical difficulty in gymnastics movements.

3. Reform Countermeasures for Gymnastics Teaching in Colleges and Universities

3.1 Update the teaching concept

The first step for the college gymnastics teaching to break through the dilemma is to update the teaching concept. In other words, the traditional exam-oriented teaching concept is changed into the modern quality-oriented teaching concept. As long as the college gymnastics teaching insists on the quality-oriented education, the content of gymnastics teaching can be optimized and the organizational form of gymnastics teaching will also be more scientific. Meanwhile, it is also favorable for cultivating the students' aesthetic judgment, optimizing the aesthetic structure and making the students physically and mentally healthy. The concept of quality-oriented education aims to improve the quality of college gymnastics teaching, develop the sports undertakings and cultivate the well-rounded and high-level qualified personnel[3].

3.2 Enrich the teaching method

To improve the quality of gymnastic teaching and arouse the students' passion and interest in gymnastics, the college gymnastics teachers need to constantly enrich the teaching method. Instead of repeated practice or variable practice, the teachers should often inject some fresh modern elements into the teaching. The gymnastics teachers should not only play a leading role in teaching but also attach importance to the dominant role of students. For example, some competitive gymnastics games can be organized in class to arouse the students' interest in learning gymnastics in the interaction process; the multi-media teaching is introduced into the classroom so as to improve the students' independent learning capability, make the students quickly realize the shortcomings when learning the movements and avoid the appearance of similar problems in practice and also greatly improve the students' feeling for beauty.

3.3 Innovate the assessment method

In terms of assessment method for college gymnastics, the innovative assessment method should be able to correctly guide the students to practice gymnastics. The traditional assessment method for skills has limitations, so the innovative assessment method should focus on different physical conditions of students as well as the efforts made in class and progress made. The progress assessment should be appreciated rather than the result assessment.

4. Conclusion

In general, correct reform countermeasures can be put forward only when the current dilemma of college gymnastics teaching is ascertained, thereby finding the right road for college gymnastics teaching. The gymnasts that adapt to the social needs can be cultivated only by updating the teaching concept, enriching the teaching method, innovating the assessment method and improving the quality of teaching body.

References

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