

The Innovative Method of Improving the Teaching Quality on gymnastics in colleges and universities

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ABSTRACT. *Gymnastics is an ornamental and skillful sport. Carrying out gymnastics teaching in colleges and universities can significantly promote the physical and mental health development of college students. However, influenced by the traditional exam-oriented education concept, there are still some problems in gymnastics teaching in colleges and universities in our country, such as outdated teaching ideas and contents, single teaching methods, etc., which cannot fully mobilize the enthusiasm of students to learn gymnastics, and the teaching effect is not high. Based on the present situation of gymnastics teaching in colleges and universities, this paper fully considers the characteristics of physical and mental development and learning needs of contemporary college students, then studies the effective methods to improve the teaching quality of gymnastic in colleges and universities.*

KEYWORDS: *College gymnastics; Gymnastics education; Teaching methods, Teaching reform*

1. Introduction

Gymnastics has a significant role in promoting the healthy development of students. College students are about to enter the society, they need not only a healthy body, but also good psychological and moral quality. Gymnastics can significantly enhance the physical health of college students and cultivate their psychological and moral qualities. Specifically, the college students can learn to practice gymnastics to thicken the bone density, thus improving the ability of bone to resist bend; to enhance the stability, toughness and flexibility of elbow, hip, knee and ankle joints; to increase the protein content in the muscle fiber, then make the muscle fiber thicker and the muscle volume bigger, so as to achieve the purpose of building a healthy body; to relieve the anxiety, tension, irritability and other negative minds, let the college students love life; to help college students understand unity and cooperation in team work, and cultivate their collectivism, cooperation and dedication consciousness[1]. Since gymnastics can promote the healthy development of college students, colleges and universities should attach importance

to gymnastics teaching and actively explore ways to improve the quality of gymnastics teaching.

2. Current Situation of Gymnastics Teaching in Colleges and Universities

Gymnastics is an important event in large-scale sports events. For a long time, China has attached great importance to cultivate gymnasts. Gymnastics is a “first event” in the field of competitive sports in China, and the Chinese gymnastics team has won many great honors in the world championships [2]. However, due to the limitations of gymnastic sports venues, equipment and facilities, as well as the shortage of professional teachers, the development of gymnastic sports in school physical education in China is very slow. Gymnastics teaching in class is an important way for students to learn and master the basic knowledge and skills of gymnastics. With the continuous deepening of the reform of physical education in China, many colleges and universities in China have carried out in-depth reform of the teaching of many physical education courses, including gymnastics, and have made gratifying achievements. However, on the whole, the teaching of gymnastics in colleges and universities still cannot meet the needs of students.

Generally speaking, the following problems exist in the teaching of gymnastics courses in colleges and universities in China: (1) the leading role of teachers is overemphasized while the dominant position of students is neglected. In class, the teacher's “one word class” problem is prominent, students only need to follow the teacher's explanation and demonstration to practice, they almost have no opportunity to express their study intention, opinions and suggestions. (2) large-class teaching. In the gymnastics teaching, the teacher is used to using the unified standard to guide the students, although this teaching efficiency is high, but the actual teaching quality is very low. (3) taking teaching, demonstration and practice as the main teaching methods, it's easy to cause students' aesthetic fatigue and it can't mobilize the enthusiasm of learning. (4) Teachers do not pay attention to the interaction with students and the interaction between students and students, the class atmosphere is serious and lack of vitality, like that students have a dull and depressive learning process. (5) the content is stale and monotonous, teachers often take the existing gymnastics textbook as the only source of gymnastics knowledge. For college students who have a strong desire to learn and are eager to enrich themselves, the limited knowledge in the gymnastics textbook can hardly stimulate their enthusiasm. (6) teachers' personal professional quality is not high. Some teachers do not have a wealth of gymnastics knowledge; although some teachers have rich knowledge of gymnastics, they are too strict with the students, and they even scold and punish the students; some teachers are good at language expression, but weak in activity organization, so they cannot effectively organize the class learning activities that students are interested in.

3. Innovative Methods to Improve the Quality of Gymnastics Teaching in Colleges and Universities

Combined with the promoting effect of gymnastics on the health of college students and the main problems in the teaching of gymnastics in colleges and universities, this paper holds that colleges and universities can improve the teaching quality of gymnastics in class according to the following ideas.

3.1 Innovate Gymnastics Teaching Content and Stimulate the Students' Study Interest

They are applied to the teaching stage of gymnastics basic theory. In the gymnastics theory teaching stage, based on the foundation of existing gymnastics textbook, teachers can show the illustrated gymnastics knowledge to the student through the multimedia, the digital television, the network television and so on, these knowledge is no longer only reflected in the rigid text and the picture, but expands to the rich and colorful video. In order to further enhance students' interest in learning, teachers can take photos or videos of students' gymnastics with mobile phones or video recorders before class, and then show them to the whole class through multimedia in class [3]. Such “real people talk show” appeals more to college students than to strangers. In addition, in order to enrich the teaching content of gymnastics with the integration of thinking, teachers should also pay attention to the relationship among gymnastics, other disciplines and other sports. For example, to integrate physics, sports physiology, psychology and other disciplines into the teaching content of gymnastics, so that students always feel that they have been learning new knowledge in the learning process to keep learning enthusiasm.

3.2 Innovate Teaching Methods and Cultivate Students' Various Abilities

Teaching method, demonstration method and practice method are the most common teaching methods in gymnastics teaching in colleges and universities. We should innovate the teaching methods and correct their shortcomings not abandon them. Take the teaching method as an example, the teacher should correct their “serious”, “rigid”, “boring”, “chalk and talk” and pay attention to teach the artistry of the language, to make their explanation more attractive from the angle of “vivid”, “image”, “interesting”, “heuristic” and other perspectives. In addition, college students love challenge, freedom and innovation, so teachers can make games or competitions in teaching. Compared with teaching, demonstration and practice method, the game and competition method enable students to study in a special situation. While improving their gymnastics skills, they also improve their learning, cooperation, theoretical practice and innovation ability. Especially the competition teaching method, it can not only let the students master the gymnastics knowledge and improve their gymnastics skills, but also let the students accumulate the competition experience, so that they can lay a good foundation to participating in the formal gymnastics competition in the future, which is of great significance to train gymnastics talents.

3.3 Innovate Teaching Mode and Affirm the Dominant Position of Students in

Teaching.

Teaching mode is an activity pattern adopted by teachers in order to achieve the established teaching tasks or goals. In gymnastics teaching, teachers should abandon the teaching mode of “teacher speaks, student listens”, and set his own role--from “dominant” to “leading”. After years of study, college students have their own awareness of people or things, and they have their own behavior standards and methods. Therefore, teachers should fully affirm the dominant position of students in teaching. At present, flipped class teaching mode is a teaching mode that can fully affirm the dominant position of students in teaching. In this teaching mode, the imparting of gymnastics knowledge is accomplished before class through the assistance of information technology (such as micro-class and mooc), and the internalization of gymnastics knowledge is completed in class through the guidance of teachers and group discussion of students, so as to complete the reversal of teaching and learning[4].

4. Conclusion

Gymnastics teaching in colleges and universities can significantly promote the healthy development of college students. However, under the influence of the traditional exam-oriented education, there are still some problems in gymnastics teaching in colleges and universities. In order to further improve the quality of gymnastics teaching, colleges and universities should strengthen the innovation of gymnastics teaching contents, methods and modes. During the period of innovation, colleges and universities should strengthen the construction of gymnastics teaching facilities and the training of gymnastics professional teachers, so as to provide a solid guarantee for the innovation of gymnastics teaching.

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