



The Development of Guidelines for Success Cheerleading Teaching in Primary Students, Yichun City, China

Li Zixiao

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

E-mail: 972007987@qq.com, ORCID ID: <https://orcid.org/0000-0002-2148-1072>

Received 11/12/2023

Revised 07/01/2024

Accepted 20/01/2024

Abstract

Background And Aim: Cheerleading and primary school physical education are in accord with each other, which helps to enrich primary school physical activities and improve students' physical quality and mental outlook.

Material and methods: The purpose of this study is to develop guidelines for successful cheerleading development for primary students in Yichun City. The research subjects of this article are primary school students and teachers in 5 primary schools in Yichun City. The sample totaled 338 people, and 20 experts were selected using the snowball method; 200 primary school students; 37 teachers; and 81 parents were selected using the random sampling method. Ten experts were selected to assist in the design of three questionnaires. The content validity of the research instrument (IOC=0.93) was assessed by another 10 experts. Relevant data were collected through questionnaires.

Results: Through research, it is concluded that four factors affect the development of cheerleading in primary schools in Yichun City: 1. Campus factors; 2. Student factors; 3. Teacher factors; 4. External factors. These four factors should be improved to enhance the development of cheerleading in primary schools in Yichun City.

Conclusion: Based on the results of qualitative research and empirical analysis, the paper obtains the results of influencing factors of cheerleading in primary schools in Yichun City, and puts forward feasible suggestions for cheerleading in primary schools in Yichun City.

Keywords: Yichun City; Primary School; Influencing Factors Cheerleading

Introduction

The focus should be on the physical health of students, emphasizing that children and adolescents should be the focus, and students should be trained to "health first", "lifelong sports" and other ideas, to enable children and adolescents to achieve all-round development (David et al., 2004). The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) mentions the requirement of "adhering to all-round development, comprehensively strengthening and improving moral, intellectual, physical and aesthetic education", and decides to implement the "2+1 project of Physical education and art" in schools at the national compulsory education stage to lay a good foundation for students' lifelong development. At the same time, the (Li, 2020). formulated the National Cheerleading Regulation Routine, aiming at popularizing cheerleading to society as a mass fitness program and promoting it in all schools nationwide. With the support event in primary schools. Moreover, the content and goal of cheerleading and primary school physical education are in accord with each other, which helps to enrich primary school physical activities and improve students' physical quality and mental outlook. With the gradual popularization of the "One school, one ball, and one exercise" program, the continuous development of campus recess cheerleading has achieved fruitful results, and more and more students participate in cheerleading. Under the "double reduction" policy,



the "5+2" model of after-school services has been further implemented, emphasizing that interest groups and club activities, such as colorful arts and sports activities, should be vigorously developed to meet the different development needs of students. Cheerleading is a sport with unique charm. Its movements are simple and easy to learn, and its music rhythm is dynamic and vivid. It is in line with the physical and mental development characteristics of primary school students, and it is easy to be loved by primary school students.

Secondly, cheerleading exercises have the value of fitness, health, education, etc., which can make students get comprehensive development; Finally, cheerleading is a project that requires teamwork and cooperation, which plays a good role in promoting the formation of students' sense of unity and collective honor (Gao, 2013).

As an important city in Jiangxi Province, Yichun City is known as "the champion City" and "the Moon City". It has a rich cultural history and attaches great importance to physical education projects. District-level sports events of primary and secondary schools will be held every year, and the city's primary and secondary school students' sports meetings will be held every two years. Moreover, the relevant investment will be gradually increased, and schools at all levels will be actively encouraged to participate, which shows that the future development prospects of primary school cheerleading projects in Yichun City are relatively positive (Zhou, 2019).

Objectives

To develop guidelines for successful cheerleading development for primary students in Yichun City.

Literature Review

Wang (2016) pointed out in the paper "Research on Sustainable Development of Cheerleading in Primary and Secondary Schools in Beijing -- Taking the Beijing Station of the National Cheerleading League as an example" that the number of primary and secondary school participants in the Beijing Station of the National Cheerleading League has increased year by year, and the promotion of grassroots training planned by Beijing Municipal Education Commission and Cheerleading Committee and the project of "Gao Shen Xiao" in Beijing has played a powerful role in the development of cheerleading. Therefore, the sustainable development of cheerleading in primary and secondary schools in Beijing is very necessary and imperative.

Yang (2015) pointed out in the article "Discussion on the Development Trend of Cheerleading in China from the Changes of Competition Rules in the past decade" that the types of competition in the past decade have gradually increased and their popularity is strong, which is suitable for the development of cheerleading in China. Because China's cheerleading is still in the early stage of development, to make more people better understand cheerleading and participate in cheerleading, it is necessary to continuously develop and innovate our local projects, and improve the attention and attention of relevant departments to cheerleading. The integration with the international is the inevitable trend of the development of our country's cheerleading. To sum up, China's cheerleading is in the initial stage of development, far from the goal of cheerleading sports power, which requires us to change our ideas, we must promote cheerleading sports toward the international trend of development, and constantly enrich the content and form of cheerleading sports, enhance the fun and diversity of

cheerleading sports, promote the further popularization and development of cheerleading sports in our country.

Gao (2023) defines flower ball cheerleading as an important part of dance cheerleading, compared with street dance cheerleading and jazz cheerleading, flower ball cheerleading is more representative, but also more prominent project characteristics of cheerleading, while more popular and easier to master, with collective, participation, fitness and fashion, is a sport with sports aesthetic value. In addition, the flower ball cheerleading also integrates the style of jazz and street dance, making the set of movements more rich and novel. The main characteristics of flower ball cheerleading include the uniformity of group cooperation, the braking and strength of the hand position completion, the fluency and innovation of the set arrangement, and the shock of the visual effect. Flower ball cheerleading is extremely popular on campus, and the entry is relatively simple, which is conducive to the promotion and development of children and teenagers.

Conceptual Framework

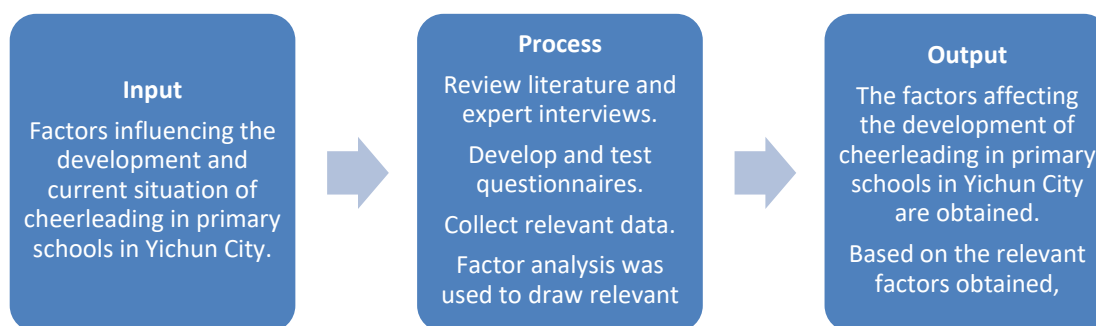


Figure 1 Conceptual Framework

Methodology: This research is a type of research as survey

Population and sample

1. 20 cheerleading experts, using the snowball method. It is divided into Group A (10 experts) and Group B (10 experts). (List of experts in Annex 6)
2. 200 primary school students, divided into five groups (corresponding to five schools), each group of 40 students. The method of random sampling was adopted. 37 cheerleading teachers in five schools.
3. 81 parents of students

Research instrument

1. Collect expert interview data
2. The researcher developed and produced three questionnaires about the factors affecting the cheerleading of primary school students in Yichun City (IOC scores of 10 experts were summarized, $IOC \approx 0.93$). (IOC form is attached in Annex 5)
3. Questionnaire design and evaluation

To fully understand the current situation of cheerleading in primary schools in Yichun City, Questionnaires were sent to five schools: Yuan Zhou School, No. 8 Primary School, Wenbi Feng Primary School, Binjiang Primary School, and Experimental Primary School. Among them, 200 questionnaires were sent to students (40 for each school) and 37 were sent to physical education teachers. After constantly modifying the questionnaire and adjusting the questions, three questionnaires were finally designed, which are: the Student Questionnaire (Annex 2) Teachers' Questionnaire (Annex 1); and the Questionnaire of Influencing factors of cheerleading in primary school. (Annex 3)



Data collection

1. By consulting and interviewing 10 experts in Group A, the reliability and validity of questionnaires and test questionnaires were developed.
2. By consulting and interviewing 10 experts from Group B, this paper discusses the current situation of cheerleading in primary schools in Yichun City and the factors affecting cheerleading.
3. Questionnaires were distributed to primary school students and physical education teachers in Yichun City through sampling.
4. All the primary school students in Yichun who issued the questionnaire were aged between 6 and 12 years old.
5. Student questionnaires can be completed with the assistance of parents or teachers.
6. Influencing Factors The questionnaire was filled in by teachers, students, and parents.

Data Analysis

In the process of writing the paper, Excel software was used to carry out percentage statistical analysis on the data of primary school cheerleading investigation in Yichun City, Jiangxi Province, and factor analysis was carried out on the data obtained from the investigation of influencing factors.

Example of Research Operation Steps

This research will operate in the following steps:

Step 1: Determine the influencing factors of cheerleading

1. Review relevant literature on factors affecting cheerleading teaching and development.
2. By paying attention to the current situation of cheerleading in primary schools in Yichun City, the factors affecting cheerleading are studied.

Step 2: Develop a research draft

1. Analyze the related factors that affect cheerleading conduct research and analysis on these factors, and choose them as research tools.
2. By consulting primary school teachers, students, and relevant experts in Yichun City, and by investigating and collecting materials from five research schools, we can understand the current situation and influencing factors of primary school cheerleading in Yichun City.

Step 3: Data collection

1. Compiled a questionnaire and collected data on the current situation of cheerleading in primary schools in Yichun City.
 2. Expert Visit Method: 20 experts were identified and interviewed and consulted with experts on the factors affecting the cheerleading of primary schools in Yichun City.
- Step 4: Verify data quality

1. Verify the designed program with IOC

Step 5: Data collection and analysis

1. Through the interview with experts, understand the current situation of Yichun Primary School cheerleading.
2. Collect relevant information through a questionnaire survey.
3. Go to the school and observe the cheerleading teaching.
4. Integrate data and conduct factor analysis.

Step 6: Summarize

Conclusion and improvement plan are given



Results

Through the factor analysis method in mathematical statistics, four levels of factors are obtained, which are:

1. School factors

Through interviews and surveys of 5 primary schools in Yichun City, it is found that cheerleading-related courses are offered in all schools, and school leaders attach great importance to cheerleading, but the focus is mainly on cheerleading-related events and related policies issued by the Education Bureau.

2. Teacher factors

Yichun City primary school cheerleading professional teachers' serious shortage. A total of 37 teachers participated in cheerleading teaching in the 5 schools, which seemed to be a good situation, but there were only 7 professional cheerleading teachers, accounting for 18.9% of the total; In addition, 31 of the 37 teachers had fewer than 3 years of cheerleading teaching, all of which belong to the lack of relevant teaching experience. The gender ratio of cheerleading teachers is seriously unbalanced, of which 75.67% are female teachers and 24.33% are male teachers.

3. Student factors

Students' cognition level of cheerleading-related knowledge is not comprehensive and in-depth, only pay attention to cheerleading sports technology and skill training, and ignore the relevant theoretical learning; Students' cognition of cheerleading-related knowledge is mainly explained by teachers, accounting for 74%; The motivation of students participating in cheerleading is to love cheerleading, to make friends, to enhance physical health, to cultivate the quality of will, teamwork ability and so on.

4. External factors

The external factors mainly include the frequency of cheerleading events held in Zhangjiakou City, the degree of financial support for cheerleading conducted by the municipal government, the implementation of the policy of "one school, one ball, one exercise" and the attitude of students' parents towards cheerleading.

Conclusion

This paper concludes that there are four main factors affecting the cheerleading of primary schools in Yichun City:

1. School factor

School leaders attach importance to cheerleading, related sports venues, and facilities, the development of cheerleading, financial support, publicity, and popularity factors, school financial support is the largest factor characteristic value. In the survey, although every school participated in cheerleading-related activities, some school leaders did not attach importance to cheerleading, most of them were to complete the tasks issued by the Education Bureau, and relevant venues and facilities were relatively scarce, and only one school had regular funds to invest in cheerleading.

2. Student factor

The student factor consists of six factors: cognition of cheerleading, love of cheerleading, learning time, technical level, learning harvest, cheerleading competition, and performance, of which the largest characteristic value is learning time. Most of the students in the survey are interested in cheerleading,



but the way most of the students contact cheerleading is too simple, the lack of competition opportunities, so students can not get more platforms to show themselves.

3. Teacher factor

The teacher factor is composed of 7 factors: the number of professional cheerleading teachers, the special subject of cheerleading teachers, the skill level of cheerleading teachers, the teaching content of cheerleading teachers, the teaching method of cheerleading teachers, the training situation of cheerleading teachers, and the experience of cheerleading teachers. However, the number of professional cheerleading teachers in Yichun primary schools is very rare, only one school has three professional cheerleading teachers, and some schools even have no professional teachers, and teachers rarely have opportunities to participate in professional training, unable to improve their teaching ability through further study, which will lead to Yichun primary school cheerleading development speed is too slow.

4. External factors

The factor is composed of four factors: the implementation of the policy of "one school, one ball, one exercise", the financial support of the Yichun City government, the frequency of Yichun City cheerleading events, and the attitude of students' parents towards cheerleading events. Through the support of policies, we can more effectively plan the route of cheerleading development, promote the holding of events and the injection of funds.

Through the data, it can be found that although most primary schools in Yichun actively participate in cheerleading-related activities, they do not pay attention to cheerleading, mainly to complete the tasks issued by the Education Bureau, and the hardware facilities related to cheerleading are very short; Although students are interested in cheerleading, the contact channels are relatively simple; The teachers have not reached rationality, the professional level is not high, the number is insufficient, and the teachers lack opportunities for further education. All in all, the development of primary cheerleading in Yichun City is still in its early stages, and it is necessary to supplement various conditions and formulate a perfect development plan to truly improve the development of primary cheerleading in Yichun City.

Discussion

1. Factors about the school:

Similar to Chen's (2019) research on the Development of cheerleading, school factors are important factors that affect cheerleading teaching, especially the degree of importance that school leaders attach to cheerleading directly determines the investment and future development speed of cheerleading projects.

Cui (2020) in "Research on the Status Quo and Influencing Factors of Cheerleading in Shanghai Primary Schools", concluded that in terms of influencing factors of cheerleading in Shanghai primary schools, six factors affecting cheerleading were named as follows: School factor, student factor, teacher factor, external factor, policy factor, site facility factor, among which school factor and student factor have the greatest influence on the development of primary school cheerleading in Shanghai. The results are similar to those of this paper, which proves that the study of factor analysis in this paper is correct.

School facilities adequacy: Sports infrastructure provides an important material guarantee for students to carry out sports activities and is also an organic part of the basic teaching conditions of the school. Cheerleading projects do not have high requirements for stadium equipment and facilities,



which is also the advantage of cheerleading sports projects carried out in Yichun primary schools. It can arouse the enthusiasm of students to study cheerleading sports to the greatest extent, and also create favorable conditions for teachers in the teaching process of cheerleading sports. In Yichun City, only a small number of primary schools that carry out cheerleading exercise train indoors, and most schools still train and learn in outdoor places. First of all, outdoor places are easily affected by changes in the external environment, such as wind, rain, snow, and other climatic influences, and other sports occupy the site, cheerleading teachers are difficult to carry out normal teaching, teachers teaching content and teaching process will also be affected; Secondly, with the increase of students' learning and training time on cheerleading, the difficulty of doing relevant technical movements will also be improved, and the hidden dangers of students' safety accidents will also be proportional to the increase. Therefore, Yichun Primary School should increase funding investment, improve school facilities and equipment, and minimize the occurrence of safety accidents in students' training and learning.

School leaders attach importance to cheerleading: The importance of school leaders is one of the important factors affecting the development of cheerleading sports. Students' participation, professional teachers, sufficient funds, and the improvement of venues and facilities will all be affected by the importance of school leaders. Cheerleading in primary schools in Yichun City has not been carried out for a long time, and the effect has not been stable. For most students, parents and teachers still pay attention to the study of students' cultural courses, ignoring the benefits of cheerleading to students. If the school leaders do not pay enough attention to cheerleading, it will affect the development of cheerleading.

Cheerleading activities in schools: The quality of cheerleading sports carried out in schools can be measured by the organizational form of cheerleading classes in schools. Although the forms of cheerleading in primary schools in Yichun are diversified, the main forms of cheerleading are special cheerleading sports teams and cheerleading sports competitions, and only a small part of them are organized in physical education classes. The organization form of the cheerleading movement is not comprehensive enough, so the organization form of the cheerleading movement also has a certain impact on the development of the cheerleading movement.

The financial support of the school: Cheerleading sports special team in addition to studying, but also for cheerleading competition services, students in the process of participation, the school and students jointly bear the cost of the competition, the proportion of the school bears the cost of the competition needs to account for a large proportion, currently, parents support students to participate in cheerleading projects, but if the proportion of students in the cost of the competition is too large, Parents' support for students to participate in cheerleading will gradually decrease.

Publicity and popularization of the school: Cheerleading entered primary schools in Yichun late and for a short period. The school's publicity and popularization of cheerleading have an impact on students' participation in cheerleading. Publicity and popularization of related knowledge of cheerleading can stimulate students' passion and enthusiasm for cheerleading learning. Schools can promote and popularize cheerleading through a variety of ways such as special team performances, short videos, public accounts, and local mainstream media, and then attract some enterprises and institutions to cooperate with schools, which not only broadens the way of funding sources, but also mobilizes the enthusiasm of teachers, and makes the publicity and popularization of cheerleading deeper and more extensive.

2. Factors about students:



Yu (2021) concluded in "Research on the Status Quo and Influencing Factors of Cheerleading in Primary Schools in Hunan Province" that the key to the quality of any sports program on campus lies in capturing students' learning interests. Interest refers to the psychological tendency of people to know and master certain activities and have positive emotional colors. So getting students interested in cheerleading is the key to developing cheerleading on campus.

Chen (2019) drew the following conclusions from his research on the development of cheerleading in primary schools in Shanghai: Students' understanding of cheerleading is mainly taught by school teachers; more students are interested in cheerleading and take part in cheerleading. The form of students participating in cheerleading is mainly based on associations; In terms of the gender of students participating in cheerleading, there is an imbalance between men and women. Therefore, it affects the development speed of primary school cheerleading in Shanghai. Therefore, it can be concluded that the student factors in this paper are reliable.

Students' cognition of cheerleading: The deeper the students' cognition of cheerleading, the higher the technical movement understanding ability of cheerleading. For sports with faster understanding, the students will be more active in learning. Therefore, the level of students' participation in cheerleading will be affected by the students' cognition of cheerleading.

How many students like cheerleading: Interest is the best teacher, stimulating the love of cheerleading and driving students' active participation in cheerleading projects, which can make students more active in classroom teaching and more efficient in learning. Students' love and cognition of cheerleading interact with each other. When students are interested in cheerleading projects and love them, They will take the initiative to deeply understand cheerleading, and then encourage more students to actively participate in cheerleading projects, and play a role in promoting the cheerleading of primary schools in Yichun City.

How long do students learn cheerleading: The learning time has a direct impact on the understanding of cheerleading-related knowledge. The longer the learning time, the deeper the understanding of cheerleading events, and the faster the absorption of new cheerleading-related technical movements and theoretical knowledge, which makes the students' cheerleading technical level become higher and higher and further promotes the improvement of the competitive technical level of cheerleading in Yichun primary schools. It also laid the foundation for the reserve of reserve talent for the Yichun primary school cheerleading project.

The technical level of students: To some extent, students' technical level is positively correlated with their learning time for cheerleading. The level of student's technical level can not only reflect the situation of cheerleading in the school, the importance of school leaders, the teaching ability of teachers, the physical quality of students, and other aspects. It also has a direct impact on later learning and training, cooperation between groups, and competition results. Schools should urge teachers to actively participate in cheerleading-related knowledge training, encourage teachers to constantly replace new knowledge, learn new ideas, teaching methods, and teaching content, and promote the continuous improvement of students' technical level.

Lessons learned from cheerleading: The purpose of investigating students' gains from cheerleading is to find out whether students will make a summary of cheerleading regularly so that students can find the benefits brought by cheerleading themselves. Through changes in body lines, body posture, and external performance of physical quality, students can enhance their self-confidence and other



psychological changes, and attract more students to participate in cheerleading projects. Yichun City Primary School cheerleading to play a role in promoting.

Cheerleading Participation and Performance: The quality of cheerleading competition and performance is related to the level of cheerleading of primary school students in Yichun City, reflecting whether the organization of primary schools is diversified. Students with participation and performance experience have more intensive training content, stronger physical quality, deeper cognition of cheerleading, and stronger movement performance, and will play an exemplary role in the team. The overall learning and training atmosphere of the team will be improved, and the atmosphere can make new players quickly infected, and the learning efficiency and training effect will be improved accordingly.

3. Factors about teachers:

In the article "Research on the Sustainable Development of Cheerleading in Primary and Secondary Schools in Beijing" published by Wang (2016), it is pointed out that we should vigorously support and provide a platform for cheerleading teachers to participate in relevant training in both inside and outside the school, to expose them to the most cutting-edge academic theories, broaden the source of knowledge and improve their level, to improve the overall teaching quality of cheerleading in primary schools in Beijing. The level of teachers directly affects the upper limit of cheerleading development in schools.

Zhao (2014) surveyed the current situation of cheerleading in middle schools in China and found that the number of participating schools in the national cheerleading competition increased year by year, but the rate was slow. From the entries, it was found that most schools participated in the prescribed routine competition, and the least schools chose the skill cheerleading self-selected routine competition. The reason is that in terms of teachers, most of the coaches are young, they are full of rich creativity and imagination and have unique teaching methods. Most of the coaches do not fully understand the sport, most of them are engaged in gymnastics, dance, and aerobics teaching work, so the teacher factor also limits the development of cheerleading on our campus.

The number of cheerleading teachers: Whether the number of professional cheerleading teachers is sufficient is one of the important factors affecting the development of cheerleading projects in schools. When the number of professional cheerleading teachers is insufficient, as the number of students participating in cheerleading increases, the teachers' energy is limited and they cannot timely understand the specific situation of each student, which will lead to slow teaching progress and slow improvement of the overall technical level of the team, which will lead to the gradual decline of students' love for cheerleading, and finally have a direct impact on the development of cheerleading projects in schools. Through the investigation of Yichun Primary School cheerleading professional teachers are relatively scarce, the school should introduce relevant policies and measures to attract professional teachers into the school and promote the continuous improvement of the school cheerleading technical level.

Cheerleading teacher special situation: A special project refers to a single sports event that teachers mainly study during school, and a sports special project can reflect whether teachers have solid theoretical and practical knowledge of cheerleading sports and whether they have a sufficient and profound understanding of this project. According to the investigation, there are few teachers specializing in cheerleading in primary schools in Yichun City, and most of them specialize in aerobics and track and field. Although calisthenics and cheerleading exercises have the same characteristics, the choice of music and the completion time of complete sets of movements are very different. The time



for complete sets of movements of cheerleading exercises is relatively long, while the time for complete sets of movements of aerobics is relatively short. If the calisthenics teacher has not been systematically trained in related knowledge of cheerleading exercises, it is difficult to jump out of the original inherent thinking. It will cause the overall technical level of the cheerleading team to improve slowly, and the competition results will also be affected when participating in the competition.

Cheerleading teacher Skill level: The skill level of cheerleading teachers is related to the cheerleading teacher project, and the level of the teacher's skill level plays a key role in the high-quality development of cheerleading sports teams. At the same time, if the teacher has a high skill level, it is easier for the students to demonstrate the movements and make the students more convincing, and they will take the teachers as an example to mobilize the enthusiasm of the students in cheerleading. Get more students involved. **Cheerleading classroom teaching content and teaching methods:** Teaching content is an important part of the classroom teaching process. The selection of classroom teaching content can directly show the teaching quality of teachers and indirectly understand the technical movements and theoretical knowledge of cheerleading explained to teachers by students. Reasonable classroom teaching content can be determined according to the difficulty level that students can accept. To improve students' learning efficiency of cheerleading, cheerleading classroom teaching consists of 8 parts: theoretical knowledge, physical training, 36 basic hand positions, basic movements of lower limbs, body posture control, movement power generation techniques, difficult movements, and combined movements. It can be seen from the above investigation that teachers pay attention to the practical training of cheerleading while ignoring the learning of theoretical knowledge in the teaching content. Teachers should teach related theoretical knowledge of cheerleading through various teaching methods to improve students' cognition of cheerleading.

Cheerleading teachers participate in training: teachers are the prerequisite to ensure the normal teaching of cheerleading. If the school wants to make the cheerleading project develop to a higher quality, it needs cheerleading teachers to constantly enrich relevant theoretical knowledge and improve their skills, to lay a solid foundation for the development of cheerleading in primary schools in Yichun City. Secondly, according to the above, cheerleading teachers have various specialties, and the skill levels of teachers are different. Teachers can take the opportunity of training to exchange teaching experience with each other give up their weaknesses and take advantage of their strengths. Finally, it is understood that Yichun primary school teachers participate in cheerleading training less often, resulting in the current situation, which may be related to the impact of the current epidemic, and the proportion of school funds invested in cheerleading may be unbalanced, most of the funds are invested in the basic equipment and facilities required by students, and the investment in professional training of cheerleading teachers is small. It makes teachers less motivated to participate in training (the teaching task of the school is heavy). Schools should coordinate the proportion of cheerleading funds invested and mobilize teachers' enthusiasm to participate in cheerleading training.

Cheerleading teacher experience: The experience of cheerleading teachers reflects their understanding of the cheerleading rules, which is one of the important factors for achieving excellent results in competitions. If the teachers have relevant experience, they will be strict with students in daily training to minimize the risk factors of students' score deduction, and to help students achieve ideal results in competitions.

4. External factors:



Shan (2014) in "Research on cheerleading under the background of 'One School, One Ball, One Exercise'", deeply analyzed the help of the policy of "one school, one ball, one exercise" to the future development of cheerleading campus, promoted the construction of cheerleading campus culture, and established the teacher-oriented teaching concept. It is consistent with the external factors obtained in this paper.

Ma (2021) studied the factors that affect the sustainable development of cheerleading in China and found the following problems: At present, the marketability of cheerleading events in China mainly focuses on the operation of events, the business development model is not clear enough, and the core competitiveness is lacking. The media publicity is low, the social attention is not high, the media coverage of cheerleading events is little, and there is no TV live broadcast, which makes many parents, students and more people in society lack the opportunity to understand cheerleading. It reflects the influence of external factors on the development of cheerleading.

Implementation of "One School, one ball, One Exercise" policy: Good policy implementation helps to promote the development of cheerleading sports. On October 11, 2014, the Ministry of Education proposed "One School, one ball and One Exercise" and decided to promote it on a large scale across the country, creating good external conditions for the promotion and popularization of cheerleading projects in primary schools in Yichun City. The cheerleading project quickly integrated into the campus with its unique advantages of positive sunshine, dynamic vitality, outstanding style, and teamwork. Through field investigation and face-to-face visits, it was learned that some schools did not receive the related documents for cheerleading, which shows that Yichun City needs to further improve the promotion measures.

Yichun Municipal government's financial support for cheerleading: The government's financial support has a significant impact on the development of Yichun primary schools, which will directly affect the promotion and popularity of cheerleading in each school. Sufficient financial support is a strong guarantee for the infrastructure, competitions, the number of students participating in cheerleading, and the situation of teacher training required by school cheerleading.

The frequency of Yichun cheerleading events: First of all, the holding of the event reflects the scope and promotion of Yichun cheerleading sports from the side, and is also a teaching achievement platform to test the teaching level of teachers and students. Secondly, through the holding of the competition, the communication channels of various middle schools in Yichun have been broadened, teachers have exchanged teaching techniques with each other, and teachers have constantly changed their knowledge about cheerleading. Finally, students, through the competition, have accumulated competition experience, improved their psychological quality, found the strengths and weaknesses of their teams, and further stimulated the enthusiasm of students in training and competition.

Parents' attitude toward cheerleading: whether students can participate in cheerleading largely comes from whether parents support it, whether the organization form of cheerleading will occupy normal class time, cheerleading training costs, safety hazards, and teacher level will directly affect whether parents support students to participate in cheerleading sports.

Recommendation

1. Support education policy and strengthen policy implementation
2. Hold cheerleading training regularly to improve the professional level of teachers
3. Increase local financial input to ensure physical education teaching conditions in schools



4. Strengthen the promotion and publicity of cheerleading sports, and implement the "One school, one ball, one exercise"

Reference

- Chen, D.N. (2019). Investigation and research on cheerleading in Yanta District primary School of Xi'an City. *Xi'an Physical Education Institute*, 16(8), 245-255.
- Cui, F. (2016). Research on the status quo and development countermeasures of cheerleading in Xi'an primary and secondary schools. *Shanxi Normal University*. 3, 103-108.
- David, Q. T., Jeffrey, G. S., Tara L. C., Beth, A. Y. (2004). Physiologic profile of the fitness status of collegiate cheerleaders. *J Strength Cond Res*. 18(2), 252-254.
- Gao, Y. (2023). An experimental study on the effects of flower ball cheer exercise on physical health and psychological resilience of overweight students aged 10-12 years. *Xi'an Physical Education University*. 5(21), 31-42.
- Gao, Y.H. (2013). Thoughts on cheerleading in primary and secondary schools. *Foreign investment in China*. 8, 23-34.
- Li, C.J. (2020). Research on the teaching status and countermeasures of primary school sports cheerleading. *Science and Education Forum*. 8, 95-98.
- Ma, Q. H. (2021). Research on the influence of cheerleading on college campus sports culture. *Sports Style*. 2, 197-198.
- Shan, S. (2014). Research on innovative teaching of cheerleading. *Journal of Hunan First Normal University*. 3, 65-67.
- Wang, X. (2016). Research on sustainable development of cheerleading in primary and secondary schools in Beijing. *Capital Sports Institute*. 18(6), 183-191.
- Yang, Q. X. (2015). Discussion on the development trend of cheerleading in China from the changes of competition rules in recent ten years. *Liaoning Normal University*, 2, 45-58.
- Yu, H. (2021). Research on the status quo and influencing factors of cheerleading in primary schools in Shenyang. *Shenyang University*. 3, 44-45.
- Zhao, Y.L. (2014). Research on the status quo and development countermeasures of cheerleading in primary and secondary schools in Sichuan Province. *Xi'an Physical Education Institute*. 1, 21-25
- Zhou, Q.R. (2019). Research on the status quo and countermeasures of cheerleading in Harbin universities. *Harbin Institute of Physical Education*. 4, 55-63.