

Research on Constructing a College Cheerleading Curriculum Content System under the Guidance of Professional Physical Fitness

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Abstract: *With the evolution of professional models in modern society, the demand for specific physiological functions and physical-mental adaptability of practitioners has become increasingly prominent, highlighting the untapped potential of college physical education courses in promoting students' vocational preparedness. This study focuses on constructing a college cheerleading curriculum content system under the guidance of professional physical fitness, aiming to transcend its traditional artistic-sports boundaries. The study begins by elucidating the core connotation of professional physical fitness and its inherent alignment mechanism with the multidimensional functions of the cheerleading curriculum. Subsequently, it proposes a structured curriculum content framework based on the categorization of professional physical fitness, encompassing stratified objectives, the selection and organization of modular content, and the sequential arrangement of physical and skill-based components. Finally, centered on the systematic implementation of this framework, the study explores the optimization of contextualized teaching strategies, the construction of a multi-dimensional indicator-based evaluation system, and the collaborative support mechanism involving faculty and resources. This research provides a systematic theoretical model and practical pathway for expanding the educational function of college cheerleading courses and fostering the development of students' professional adaptability.*

Keywords: *professional physical fitness; cheerleading; curriculum content system; structured construction; implementation pathways*

Introduction

The modern professional environment imposes specific demands on practitioners' physical abilities that extend beyond general health standards, encompassing multidimensional occupational adaptive physical fitness such as neuromuscular control, energy metabolism patterns, posture maintenance, and fatigue resistance. The college cheerleading curriculum, with its comprehensive integration of physical fitness, skill development, teamwork, and psychological challenges, holds unique potential for fostering these occupational adaptive capacities while promoting students' fundamental motor qualities. However, most existing curriculum content systems adhere to competitive or performance-oriented approaches, lacking effective alignment with diverse professional physical fitness requirements, which limits their educational functionality. Therefore, conducting systematic reconstruction research on the college cheerleading curriculum content system guided by professional physical fitness not only carries theoretical significance for promoting the intrinsic development of the curriculum and facilitating its transformation from "skill instruction" to "competency cultivation," but also holds urgent practical necessity for enhancing the physical occupational preparedness of higher education talents and responding to societal expectations regarding the comprehensive qualities of the workforce.

1. Theoretical Explanation of Professional Physical Fitness Orientation and Its Relevance to College Cheerleading Courses

1.1 Analysis of the Core Connotation and Constituent Elements of Professional Physical Fitness

Professional physical fitness does not refer to basic physical abilities in general. Rather, it denotes the comprehensive physiological functions and physical adaptive traits, characterized by significant occupational specificity, that an individual must possess to meet the job requirements of a particular

professional field. Its core connotation extends beyond the universal scope of traditional physical health, focusing instead on the specific demands of occupational activities regarding an individual's neuromuscular control, energy metabolism patterns, posture maintenance capabilities, and fatigue resistance. It points to a state of physical preparedness that enables practitioners to perform occupational tasks efficiently, safely, and sustainably.

From the perspective of its constituent elements, professional physical fitness is a multidimensional integrated system. Its foundational layer consists of fundamental motor qualities-such as strength, endurance, flexibility, coordination, and balance-that are closely associated with the characteristics of occupational labor. The advanced layer involves more refined elements, including the control capability over static and dynamic postures, the efficiency and precision of repetitive motions, the stress response capacity to cope with sudden physical loads, and the mind-body synergy to maintain physical stability under high psychological loads. The combination and weighting of these elements exhibit dynamic configuration characteristics based on the differences among occupational categories in terms of physical load, working postures, and operational modes^[1].

1.2 The Multidimensional Functions and Value Orientation of College Cheerleading Curriculum

In essence, the college cheerleading curriculum is a comprehensive physical education activity that integrates elements of gymnastics, dance, and music. Its functions exhibit multidimensional characteristics, extending beyond merely imparting motor skills. On the physiological dimension, it employs diverse physical exercises-including jumps, lifts, flexibility training, and combination routines-to comprehensively engage students' cardiorespiratory function, muscular strength, flexibility, and neuromuscular coordination. This process not only enhances fundamental physical fitness but also shapes specific body postures and movement patterns.

On the psychological and social dimensions, this curriculum possesses inherent developmental value. The learning and practice of complex set routines consistently challenge the individual's concentration, memory recall ability, and willpower to overcome difficulties. Furthermore, the choreography and performance conducted in team formats inevitably require participants to develop effective communication, collaboration, and role-identification skills, thereby fostering specific social behavioral norms and team cohesion through collective physical expression. This elevates its instructional value orientation beyond mere technical skill acquisition, transforming it into an educational vehicle that promotes the development of individuals' comprehensive adaptive capacities.

1.3 The Alignment Mechanism between Professional Physical Fitness Requirements and the Cultivation Objectives of Cheerleading Curriculum

An inherent, multi-layered alignment exists between the essential requirements of professional physical fitness and the cultivation objectives of the college cheerleading curriculum. This alignment stems primarily from their shared focus on "adaptive capacity." Many modern professions demand qualities such as a sense of rhythm, physical expressiveness, the ability to effectively regulate the body during intervals of intense mental labor, and maintaining psychological composure in front of an audience. These capacities can be simulated and developed through cheerleading training, which emphasizes the synchronization of movement with music and the execution of predetermined performances under pressure^[2].

Examining from the perspective of specific competency transfer, the core qualities enhanced by cheerleading training exhibit a structural correspondence with various professional physical fitness requirements. For instance, the demands of lifting exercises-upper body support strength, core stability, and trust and coordination among teammates-resonate with many professional scenarios requiring teamwork, precision operation, or physical load-bearing. The high demands of set routines on movement memory and sequential execution abilities contribute to cultivating bodily intelligence for procedural and process-oriented work. This alignment mechanism indicates that through deliberate design and orientation of curriculum content, cheerleading instruction can transcend its traditional artistic-sports domain and become a physical training platform serving broader occupational preparation goals.

2. Structured Construction of the College Cheerleading Curriculum Content System under the Guidance of Professional Physical Fitness

2.1 Hierarchical Design of Cheerleading Curriculum Objectives Based on the Categorization of Professional Physical Fitness

The hierarchical design of curriculum objectives must originate from the analysis of the inherent structure of professional physical fitness. Using work posture, load nature, and cognitive demands as dimensions, professional physical fitness can be preliminarily categorized into typical types such as the static-stable type, dynamic-variable type, and high-stress-reactive type. The static-stable type of profession requires maintaining specific postures for extended periods with high concentration; the corresponding core physical demands are postural muscular endurance and fatigue resistance. The dynamic-variable type of profession involves regular movement and moderate-intensity physical expenditure, with its foundation lying in movement economy and energy metabolism efficiency. The high-stress-reactive type of profession necessitates rapid responses in complex and changing environments, relying on neuromuscular coordination and explosive power. This classification framework provides a theoretical anchor for transitioning curriculum objectives from generality to specificity.

Based on the aforementioned categorization, the objective system should be structured as a clearly defined, interrelated hierarchical pyramid. The general foundation tier aims to consolidate all students' cardiorespiratory function, basic strength, flexibility, and physical coordination, forming the common foundation for professional physical fitness. The career-oriented tier derives its objectives from the different categories; for example, for the static-stable type of profession, curriculum objectives should emphasize cultivating enhanced spinal stability, optimized shoulder-neck function, and the ability for low-energy-consumption posture control. Situated at the apex of the pyramid, the comprehensive development tier sets its objectives on the integrative application and adaptive transfer of acquired specialized physical fitness qualities within the complex contexts of cheerleading, such as teamwork, routine choreography, and performance pressure, ultimately shaping comprehensive physical and mental attributes capable of meeting real-world professional challenges.

2.2 The Logic for Selecting and Organizing Integrated Curriculum Content Modules

The selection of content modules must adhere to the principle of "functional correspondence," meaning each module should align with one or more specific professional physical fitness development objectives. This necessitates the deconstruction and reconstruction of traditional cheerleading teaching content to extract its functional elements. For instance, a "Dynamic Stability and Posture Control Module" can be constructed. This module integrates foundational ballet, Pilates core training, and various balance posture maintenance exercises from cheerleading, aiming to specifically enhance the trunk pillar stability and postural correction capabilities required for static-stable type professions. The "Power and Coordinated Development Module," on the other hand, focuses on jump techniques, rapid step combinations, and explosive movements in partner stunts, serving to develop the movement power output and neuromuscular coordination qualities valued in dynamic-variable and high-stress-reactive type professions^[3].

The organizational logic of the modules should not be a linear accumulation but rather adopt a dynamic architecture characterized by an "interwoven network" and "spiral progression." The interwoven network emphasizes horizontal connections between modules. For example, integrating the "Rhythm Perception and Expression Module" with the "Team Synergy Module" to execute precise spatial formation changes within complex musical rhythms simultaneously trains rhythm adaptation, spatial orientation, and collective collaboration abilities. This corresponds to the quality of working collaboratively within structured processes required by various professions. Spiral progression, on the other hand, is reflected in the teaching process, where the same type of physical fitness or skill theme reappears at different stages with increased complexity. For instance, core stability training evolves from static planks in the initial phase, to dynamic control within dance movements in the intermediate phase, and finally to its conscious application as a critical safety element in lifting maneuvers in the advanced phase, thereby achieving the cyclic deepening and consolidation of competency levels.

2.3 The Sequential Configuration of Physical Fitness Elements and Skill Elements within the Curriculum Content

The core principle of the sequential configuration of physical fitness and skill elements lies in adhering to the physiological laws of human motor adaptation and the cognitive laws of skill acquisition. At the micro-level of individual teaching units, a three-phase structure of "Preparation - Adaptation - Application" should be implemented. The Preparation Phase employs targeted warm-up activities-such as posterior chain muscle activation, dynamic stretching, and neural activation drills-to prime the specific physiological systems central to the upcoming training focus. The Adaptation Phase couples the targeted physical fitness training with deconstructed cheerleading technical movements. For instance, when developing rotational explosive power, this phase incorporates various drills for 180-degree or 360-degree jumps and turns. The Application Phase then requires the seamless integration of the aforementioned physical and skill elements to meet both qualitative and quantitative demands within complete dance segments or coordinated sequences.

From the perspective of macro-level curriculum cycle planning, the sequential configuration must draw upon periodization theory from sports training. The preparation period focuses on building comprehensive foundational physical fitness and standardizing basic cheerleading techniques, establishing the physical and technical groundwork for subsequent training. The intensification period then transitions into block-based concentrated training, where physical conditioning is highly specialized to align with the key demands of the concurrent skill instruction phase. For example, during a phase focused on learning pyramid formations, training would simultaneously intensify maximal strength, static endurance, and balance capacity for the involved participants, achieving immediate physical support for skill acquisition. In the consolidation and integration period, the proportion of isolated physical training decreases. Maintenance exercises for physical fitness are organically embedded into the repeated rehearsals and simulated performances of complete routines. This phase emphasizes cultivating students' comprehensive ability to perform techniques stably under simulated occupational stress conditions, such as accumulated fatigue and divided attention, thereby accomplishing the final transition from "possessing ability" to "applying ability"^[4].

3. Implementation Pathways and Support System for the Professional Physical Fitness-Oriented Curriculum Content System

3.1 Adaptive Optimization of Teaching Strategies and Methods

The core of optimizing traditional teaching strategies lies in constructing a "micro-environment" that effectively simulates the physical and mental loads of professional settings. This necessitates the adoption of highly contextualized and problem-oriented teaching strategies. Instructors must design comprehensive tasks embedded with specific professional challenges. For instance, a complete cheerleading routine can be decomposed into several segments, requiring teams to autonomously reorganize the sequence and perform these segments under constraints of limited information and time pressure. This process simulates the rapid decision-making, resource reorganization, and team communication abilities required in the workplace to adapt to changes in project workflows. The optimization of strategies is further reflected in the meticulous management of neural-cognitive load. By progressively adjusting the synchronization of movement complexity, musical rhythm, and task instructions, students' ability to maintain movement accuracy and team coordination under multi-source information input is gradually enhanced. This directly correlates with the quality required in many professions to maintain stable performance in distracting environments.

The adaptation of teaching methods focuses on facilitating the shift of individuals from passively receiving training to actively managing their own competency development. Beyond differentiated instruction, methods involving self-regulated learning and metacognitive training need to be introduced. Students should be guided to use training logs to record and reflect on their own fatigue perception, technical difficulties, and the effectiveness of their strategies, and based on this, set short-term improvement goals. Through heuristic questioning and video feedback analysis, teachers help students establish the internal connection between movement efficacy and body awareness-for example, analyzing the biomechanical impact of different body alignments on the stability of a lift. This approach transforms the teaching process into one where students construct their personal cognitive schemas of the body and develop self-optimization strategies. Its essence lies in cultivating a meta-skill that can be transferred to any professional field: the ability to monitor and regulate one's own work

state^[5].

3.2 The Indicator-Based Construction of Curriculum Evaluation Dimensions

The indicator-based construction of curriculum evaluation aims to establish an evidence system that is isomorphic with the development of professional physical fitness, placing equal emphasis on both process and outcome. Indicators for the physiological adaptation dimension must move beyond general fitness tests to develop more occupationally targeted assessment tools. For example, for students inclined towards static-stable type professions, a "simulated prolonged seated work test" can be employed to quantify the decay in surface electromyography (EMG) signals of their core muscle groups while maintaining correct posture over a set period. Alternatively, a dynamic balance platform can be used to assess their postural sway during tasks that divide attention. These indicators can more sensitively reflect improvements in their occupationally relevant physical fitness.

The evaluation within the skill transfer and comprehensive behavior dimensions hinges on designing standardized situational tasks with predictive validity. Skill transfer evaluation can utilize the "novel task challenge" paradigm. For instance, without prior practice, a student group may be required to safely construct a simple new supporting formation by applying learned mechanical principles and collaboration patterns; this assesses their ability to apply and transfer these principles. Comprehensive behavior evaluation, meanwhile, necessitates the development of a structured observation scale to systematically code and assess the team's communication patterns during complex problem-solving tasks-such as the accuracy and timeliness of information exchange-role flexibility, referring to members' ability to switch roles across different tasks, and collective efficacy. Ultimately, data from these three dimensions should be integrated and analyzed using multivariate statistical methods to generate individual and group professional physical fitness development profiles. These profiles serve not only for learning outcome certification but, more importantly, as feedback to drive the personalized adjustment of instructional content.

3.3 Coordinated Support Mechanism for Teacher Competency and Instructional Resources

The innovation in teacher competency is the core mediating variable for translating the curriculum blueprint into effective outcomes. This necessitates the construction of a teacher professional development model encompassing "knowledge renewal - skill translation - reflective inquiry." At the knowledge renewal level, teachers need to systematically supplement their understanding of occupational ergonomics and motor learning and control theory to comprehend the specific demands of different occupational activities on the motor system and their associated learning principles. At the skill translation level, through micro-teaching and lesson study, the focus is on training teachers to translate abstract physical fitness objectives into concrete, actionable classroom activities, as well as developing their ability to utilize immediate feedback technologies-such as data from wearable devices and simple video analysis-to guide students in optimizing movement patterns^[6].

The coordinated support of instructional resources focuses on creating an open and iterable "Curriculum Support Ecosystem." Hardware resources must possess multifunctionality and adjustability; for instance, configuring training equipment with adjustable resistance and surfaces of varying stability to accurately simulate the physical challenges of diverse professional settings, ranging from office environments to outdoor worksites. The core of software resources lies in the intelligent upgrade of the aforementioned dynamic database, enabling it not only to provide training modules but also to generate preliminary recommendations for curriculum content configuration for teachers, based on inputted aggregate class data and initial screening results of individual career inclinations. This ecosystem undergoes reverse optimization through the regular collection of instructional process data and evaluation outcomes, continuously updating the validity information of modules within the database. This forms a closed-loop, coordinated support mechanism characterized by "teaching practice generating data, data driving system optimization, and the optimized system supporting more precise instruction," thereby ensuring the curriculum content system possesses an ongoing capacity for evolution.

Conclusion

This study constructs a theoretical model for the college cheerleading curriculum content system under the guidance of professional physical fitness. Its core contribution lies in achieving a paradigm

shift in curriculum design logic-from "imparting motor skills" to "cultivating professional adaptive capabilities." This system utilizes professional physical fitness theory as its metacognitive framework; by analyzing its inherent alignment with the functions of cheerleading courses, it establishes the theoretical cornerstone for curriculum reconstruction. Furthermore, based on the categorization of professional physical fitness, it systematically designs a structured curriculum content framework that encompasses hierarchical objectives, modular content organization, and sequential configuration, thereby achieving an organic integration of general physical literacy and specific professional adaptive competencies. Ultimately, through the construction of contextualized teaching strategies adapted to this framework, a multi-dimensional indicator-based evaluation system, and a dynamic, coordinated support mechanism for faculty and resources, the study ensures the effective translation of the content system from static documentation into dynamic teaching practice. This systematic construction not only provides a clear practical pathway for expanding the functionality of cheerleading courses but also offers an actionable paradigm for how college physical education can respond to societal development needs and integrate into the holistic cultivation of professional talents.

The theoretical value of this content system lies in its interdisciplinary integration, which creatively merges and applies principles from sports training science, occupational ergonomics, and curriculum and instruction theory. Its practical significance is manifested in a data-driven continuous improvement mechanism; through the closed-loop interaction of evaluation feedback and the resource system, the curriculum maintains sensitivity and adaptability to changes in professional demands. Future research can deepen the work in the following dimensions: first, developing more universally applicable and refined assessment tools for professional physical fitness and a curriculum module database to provide standardized resource support for the large-scale implementation of the system; second, conducting longitudinal tracking studies to empirically examine the effects of this curriculum system on students' long-term career development indicators, such as occupational injury rates, job adaptability, and lifelong learning capacity; third, exploring the synergistic mechanisms between this system and other specialized courses within universities in promoting students' holistic physical and mental development, thereby validating and enhancing its value within a broader educational ecosystem.

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