

Exploration into the role of rhythmic movement in the development of self-value and self-confidence

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Abstract: This study focuses on the role of rhythmic movement in a primary school on the development of self-worth and self-confidence. As a kind of activity integrating sports, art and music, rhythmic movement has a positive impact on the physical and mental health of primary school students. Through literature review and field observation, this study aims to analyze the role of prosodic movements in enhancing the sense of self-worth and self-confidence and to explore the challenges encountered during the implementation and their solutions. The results showed that the prosodic movement significantly improved the sense of self-worth and self-confidence of the participating students, and also revealed the need for the joint efforts and support of educators and parents in the concrete implementation.

Keywords: Rhythmic Movement; Sense of Self-Worth; Self-Confidence; Pupils; Physical and Mental Development

1. Introduction

rhythmic movement, as an activity integrating sports and art, can not only exercise the physical quality of primary school students, but also have a positive impact on them on the psychological level. In primary school, the children are in the period of self consciousness gradually awakening, by participating in rhythm movement, they can find a sense of belonging in collective activities, so as to enhance the sense of self worth, the cultivation of self-confidence is the key to students psychological development, rhythm movement provides a platform to show themselves and accept others. In the process of rhythm, the children through constant practice and performance, can feel their progress and growth, the successful experience can effectively improve their self-confidence, the collective nature of rhythm movement requires children to learn to cooperate and communication, this not only can exercise their social skills, also can enhance identity in the interaction with peers. Every child is integral to teamwork, and this sense of need and attention helps them build a positive self-image^[1]. This study observed the implementation of prosodic movements in a primary school to investigate the specific effects on the development of pupil self-worth and self-confidence.

2. First, the implementation status of rhythmic movement in primary schools

In this primary school, rhythmic movement has become an indispensable part of physical education. It not only enriches students' after-school life, but also plays a positive role in promoting the all-round development of students. By incorporating the rhythmic movement into the formal curriculum system, the school ensures that every student has the opportunity to participate in this activity. The rhythm course aims to improve students 'physical quality through physical movement, and also focuses on cultivating students' artistic accomplishment and aesthetic ability^[2]. Through regular rhythm presentation activities, students get a platform to show themselves and learn from each other. These activities not only give students the opportunity to show their talents in front of their peers, but also to learn and improve by watching others' performances. In the process of rhythm learning and performance, the students experience the importance of team cooperation, every successful cooperation and wonderful performance let them feel a sense of accomplishment and sense of belonging, it is crucial for the establishment of their self worth, the collective characteristics of rhythm movement, makes the students in mutual cooperation and collaboration, learned how to communicate and coordinate with others.

3. The problem of rhythmic movement existing in elementary school

As an activity integrating sports and art, rhythmic movement has a positive impact on the physical and mental health development of primary school students. However, in the actual promotion process, the primary education system faces many challenges and problems, which hinder the overall development and benefit maximization of the rhythmic movement to some extent.

The organization and implementation of prosodic activities depends heavily on the ability and enthusiasm of individual teachers. This

dependence leads to the instability in the teaching quality. Some teachers may have strong rhythm skills and teaching enthusiasm, and they are able to design creative and attractive rhythm courses that can effectively stimulate students' interest and participation. These teachers are usually able to use a variety of teaching methods to enable students to learn rhythm in a relaxed and happy atmosphere, so as to improve students' physical quality and artistic accomplishment, while other teachers may be difficult to effectively organize and guide rhythmic activities due to the lack of relevant professional training and experience. This imbalance of teaching quality not only affects the promotion effect of rhythmic movement in primary schools, but also may have adverse effects on the development of students' physical and mental health.

The uneven distribution of resources in prosodic activity is also an problem. Some schools may not be able to provide adequate rhythmic learning opportunities for all students due to funding, facilities and other resources. This unequal allocation of resources may exacerbate the differences between students, influencing the popularity and development of prosodic movements in elementary schools. The uneven allocation of resources may leave some students without access to high-quality prosody education, thus losing the opportunity to enhance their sense of self-worth and self-confidence through prosody. This situation not only affects the fairness of prosody movement, but also limits the popularization and promotion of prosody education.

The problems existing in the promotion process of rhythmic movement in primary schools are multifaceted, involving teaching quality, teaching plan, psychological pressure and resource allocation. The existence of these problems seriously affects the promotion effect and educational value of prosodic movement in primary schools. In order to better play the role of rhythmic movement in the development of pupils' self-worth and self-confidence, it is necessary to conduct in-depth analysis and research on these problems to find effective solutions.

4. Solving strategies

In order to give full play to the positive role of rhythmic movement in promoting the development of pupils' self-worth and self-confidence, schools and teachers can take a series of measures to solve the existing problems, so as to create a more conducive rhythmic learning environment for students.

The school should develop a systematic teaching plan. This plan should include clear teaching objectives, clear teaching progress, and specific evaluation criteria. The teaching objectives should be matched with the physical and mental development stage of students, which can not only stimulate students' interest, but also promote their all-round development. The teaching schedule should take into account the learning speed and ability of different students to ensure that every student can keep up with the course schedule and will not feel frustrated by not keeping up. The evaluation criteria should be fair and objective, not only evaluate students' operational skills, but also pay attention to their participation attitude and progress. Through such a plan, teachers can teach in a more organized way, and students can also clarify their learning goals and expectations^[3]. A systematic teaching plan helps to ensure that prosodic activities are conducted in an orderly manner and that each student has a balanced development opportunity in prosodic learning.

Focusing on the needs of all students is an important measure to ensure that every student benefits from prosodic activities. Schools should encourage all students to participate in rhythmic movements, regardless of their level. For beginners, basic prosody courses can be provided to help them build confidence and interest through simple movements and rhythms. For students who already have a certain foundation, more advanced courses can be provided to challenge and improve their skills through complex arrangement and skill training. The school can also provide personalized guidance and support for students with special needs to ensure that each student can find a suitable place in rhythmic activities^[4]. By providing appropriate guidance and support to students at different levels, each student can feel their growth and progress in rhythmic activities, thus enhancing their self-confidence and sense of self-worth.

By making systematic teaching plans, providing professional training, paying attention to all students, and strengthening home-school cooperation, schools can effectively solve the problems of rhythmic sports in primary schools, so that they can better serve the physical and mental development of students. The implementation of these measures requires the joint efforts of schools, teachers, parents and students. Only by making concerted efforts can the rhythmic movement play its greatest value in primary education and promote the all-round development of students.

5. Conclusion

Rhythmic movement, as an activity integrating sports and art, has shown its unique charm and value in primary school education. It not only provides a way of physical exercise for primary school students, but more importantly, on the psychological level, rhythmic movement plays a significant role in cultivating students' sense of self-value and self-confidence. In the process of rhythm learning and performance, students experience a sense of achievement and self-affirmation through collective cooperation and artistic creation, which has a profound impact on the development of their personality and the cultivation of their social adaptability.

In order to further exert the positive role of prosodic movements, educators and school administrators need to work together to continuously improve teaching methods and ensure the effectiveness and interest of prosodic activities. First of all, the school is required to make systematic teaching plans, clarify teaching objectives, reasonably arrange teaching content and progress, and ensure that every student can get a balanced development in rhythmic learning. Providing professional training is also the key to improve the teaching quality. Home-school cooperation plays a crucial role in the promotion and implementation of prosodic movement. Parents' support and participation can not only enhance students' confidence, but also promote the organic combination of school education and family education. Through parents' meetings, home visits and other ways, the school can maintain close communication with parents, let parents understand the importance of rhythmic activities, encourage parents to provide support and encouragement for their children in the family, and jointly promote the growth of children. Future research can further explore the effects of prosodic exercise on other psychological qualities, such as social ability, team spirit, creativity, etc. Researchers can focus on how rhythm movement to help students to establish a positive interpersonal relationship, how to play their advantages in team cooperation, and how to find in the creative expression of self, research can also focus on how in different regions, different cultural background of the promotion of primary school in rhythm movement, and how to combine the local actual situation and resources, develop a more suitable rhythm teaching strategy and activities^[5].

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