

Research on the Information Construction of Aerobics Course in Colleges and Universities

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ABSTRACT. *With the deepening of physical education curriculum reform in colleges and universities, aerobics has gradually become an important part of physical education teaching in colleges and universities. The aerobics integrates gymnastics, dance and music and is featured by rapid update speed, strong fashionability, large amounts of information and constant innovation, etc., so the information teaching can greatly improve the teaching effect of aerobics teaching in colleges and universities. The information teaching helps the teachers to obtain the cutting-edge information about aerobics teaching in time and also can achieve the purposes of enabling the students to take the initiative to preview before class, learn creatively during the class and take the initiative to review after class, thereby improving the teaching effect of aerobics.*

KEYWORDS: *Colleges and universities; Aerobics; Information teaching*

1. Introduction

As an important part of physical education teaching in colleges and universities, aerobics takes the human body as the object and the body movement as the content for the purpose of bodybuilding. It is the product after the progressive integration and development of gymnastics, music and dance and has very strong bodybuilding effect and appreciation value. In the process of bodybuilding, it also can bring artistic enjoyment to people, make people happy, revel in the joy of exercise, reduce psychological pressure and promote mental and physical healthy development, so it is favored by college universities.

With the rapid development of information technology, the educational informationization has become a necessity for education modernization and is also the final direction of physical education curriculum reform and final trend of aerobics teaching reform in colleges and universities. The teachers should make full use of network resources in the aerobics teaching to build the website of aerobics teaching and the resource library of aerobics course. How to apply the college information resource website, QQ and WeChat, etc. has become a new opportunity and a new challenge that every aerobics teacher faces.

2. Disadvantages in Traditional Aerobics Teaching

The traditional aerobics teaching mode in colleges and universities is that: the teacher first teaches various combinations and routines to the students and then lets the students learn and simulate based on the practice of some basic flexibility and strength qualities to achieve the purpose of basic exercise. But each student has different learning foundations and abilities for aerobics and the skill level of the movements mastered is also different, so the teaching progress is difficult to be unified; as many students take aerobics as an elective course in colleges and universities, it is hard for the students in the back row to clearly see the teacher's movements when the teacher is demonstrating the movements in the front; the teacher cannot take all the students into account as there are many students, so it is hard for the teacher to correct some students' wrong movements; the students generally do not have the choreography foundation, so the choreography teaching cannot be executed; and when the teacher is teaching a complete set of movements, most students only simply remember the movements and don't really experience the artistry and beauty of aerobics so as to lose the vitality. Therefore, in the learning process, the students are always in a passive position, failing to reach the purpose and effect of physical and mental pleasure. Most students learn and practice the aerobics only for taking the credit points. If they don't practice well, they will easily feel depressed and even get tired of the learning of aerobics, let alone the joy of practicing aerobics[1].

3. Advantages in Information Teaching of Aerobics

The information teaching of aerobics can take such teaching means as physical education information platform, teaching video and micro-lesson to optimize the classroom teaching, break through the traditional time and space limitation and let the students learn at any time and at any place during and after class. Especially in view of the learning of theoretical knowledge about aerobics, the information resources are utilized to enable the students to learn by themselves before class, adjust their time to learn, repeatedly learn when encountering some unclear place, take the initiative to ask the classmates for common progress and upload the homework via network after class. Meanwhile, the information network helps the students to learn more rich theoretical knowledge on a larger scale to realize individualized learning[2].

4. Strategies for the Information Teaching Construction of Aerobics Course in Colleges and Universities

4.1 Enrich the information teaching resources for aerobics

In the traditional aerobics teaching, the students are generally in a passive position, and the teaching mode is also the single approach of "students' learning under the teacher's teaching". Furthermore, the traditional practice method is the

repeated practice of one rhythm or one combination of a set of aerobics movements, so the students always feel boring, failing to reach the required exercise load and purpose. If the teacher applies the modern information technology, the technical movements of aerobics can be decomposed or combined and endowed with the words or language to be made into a micro-lesson. A series of aerobics patterns and teaching courseware also can be made. Then such multimedia courseware is issued to the physical education resource information platform of the school or the QQ group or WeChat group of the class so as to stimulate the students' enthusiasm. In this case, the students will take the initiative to explore the knowledge and become the builder of information and will not passively accept the knowledge any more[3].

4.2 Update the information teaching resources in time

When preparing the lessons, the aerobics teachers should make use of the resources in the physical education information platform of the school, update such resources as PPT, micro-lesson, video, music and electronic textbook according to the actual teaching needs, request the students to preview what will be learned in the next lesson, and at the same time release the learning tasks via the QQ group or WeChat group. Each student can learn and read the materials and video, etc. in the teaching platform according to their own actual situation and discuss with the teachers and classmates via the QQ group or WeChat group if there is any unclear place, so the students can have a definite purpose in class. After being taught by teachers and collectively practiced in class, the students can be grouped for practicing after class. In this way, the teaching effect will be obviously improved and the teachers only play a guiding, enlightening and supervisory role in the learning process before class, during class and after class[4].

4.3 Guide the students to participate in the creation of aerobics

The aerobics teachers can upload some aerobics videos from different schools in the physical education information platform of the school to let the students learn the aerobics choreography technology while watching these videos and combine the technical movements learned from the class with rich aerobics videos for finding the materials they need. For example, the impressive movements obtained in the watching process can be matched with their favorite music with cheerful rhythm to form a set of their own aerobics movements via the formation change. The aerobics created in this way not only adds the beauty of dance in movements but also greatly enhances the students' interest in aerobics. In the choreography process, the students can create according to their own exercise performance so as to fully manifest the individualization and also greatly improve the aesthetic view and cultivate the self-expression abilities[5].

In addition, the aerobics teachers should also strengthen the cultivation of students' creation ability by means of information resources to enable the students to practice the aerobics and also create and innovate the aerobics after class while no teacher gives guidance. Either individual or joint creation is accepted. Actually it is

recommended that the teachers can encourage several students to create together so as to enhance the friendly cooperation ability between students and create more novel and applicable aerobics based on different understanding of each student for aerobics. The teachers also can enrich their own experience by cultivating the students' aerobics creation ability, constantly improve and perfect the teaching means and methods and comprehensively promote the quality-oriented education so as to lay a solid foundation for the lifelong physical exercise of students.

5. Conclusion

In general, compared with the traditional teaching methods, the information teaching of aerobics can better improve the students' theoretical level and skill level about aerobics and the students' initiative and enthusiasm for learning the aerobics, and also facilitate individual teaching, interaction between students and cultivating the students' innovative spirit.

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