

Innovation of Teaching Modes of Aerobics in Colleges and Universities

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ABSTRACT. *Aerobics is an important content of physical education in colleges and universities, at present; it is currently a major physical education course offered by colleges and universities in our country, it is a new type of sports that is highly ornamental, entertaining and fitness, it can play a role in enhancing physique and shaping beautiful body, it is deeply loved by college students, especially female college student, and it plays an important role in shaping students' personality and cultivating students' innovative thinking and innovative ability. However, owing to the influence of traditional teaching awareness, teaching modes and other factors in college physical education, there are still some problems in the teaching modes of college aerobics, based on this, the teaching modes of aerobics need to be innovated in colleges and universities, and then realize the reform of college aerobics teaching, this reform must be enforced. The innovative direction of teaching modes will be explored in this paper based on the teaching practice of aerobics in colleges and universities.*

KEYWORDS: *aerobics, teaching, innovation, colleges and universities*

1. Introduction

Aerobics is a relaxed and beautiful sport that integrates gymnastics, music, fitness, and entertainment, aerobics is not only a simple exercise for people to lose weight, it also has all the fitness functions of aerobic exercise and can give people the enjoyment of art, make people feel happy, cultivate their morals, and reduce various psychological pressures. In reality, due to the constraints of our country's old curriculum and teaching mode, there are also many problems in the development of aerobics teaching mode in colleges and universities. However, in the teaching of aerobics physical education in colleges and universities, physical education teachers often only pay attention to imparting simple knowledge and skills, and lacks the shaping and training of students' innovative ability and personality development. Based on this, colleges and universities should reform aerobics teaching mode from all aspects of teaching.

2. Overview of Aerobics

The earliest origin of aerobics can be traced back to ancient Greece more than two thousand years ago; modern aerobics originated in the United States in the late 1970s and early 1980s, the development of aerobics in our country was about the 1930s. However, aerobics is often regarded as one of women's physical exercise methods. In fact, aerobics is a kind of aerobic exercise suitable for all kinds of people, especially people in big cities now, due to their work and living environment, they need a sport with artistic enjoyment, reduce psychological pressure, and relax limbs and joints. This is one of the main reasons why aerobics is more and more popular. The significance of aerobics has several aspects, first, it can enhance physical fitness and improve physical health; second, it can uplift the mind and the spirit, and entertain the body and mind; third, it can shape physique.

3. The Current Situation of Aerobics Teaching Mode and Its Shortcomings

3.1 The teaching content and format are fixed

Through the relevant research data, we can find that most of the aerobics teachers are teachers of other sports before taking up this position, in other words, the professional abilities of most aerobics teachers need to be improved. Therefore, in actual development, the teaching contents are fixed and unified, lack innovation, which leads to a lack of vitality in the aerobics courses. It can be said that these teaching contents which lack inclusiveness and innovation of has been unable to adapt to modern aerobics, such teaching mode cannot adapt to the development of the times.

3.2 Aerobics examination tends to be formalized

Because colleges and universities generally attach importance to the teaching of professional courses and do not pay much attention to the teaching of aerobics, the testing contents of the aerobics courses are simple and the scoring standard is extremely low, which greatly reduces the students' enthusiasm for the aerobics course learning and innovation; in addition, aerobics courses lack theoretical foundation. For aerobics and other physical education disciplines, its nature causes this discipline to not receive due attention in practice, and its corresponding courses are also based on practical teaching. In short, today's college aerobics courses do not have corresponding professionals. Therefore, the theoretical teaching system ignores the role of theoretical knowledge in teaching activities; most teachers choose to teach aerobics exercises directly related to students and make students exercise. Because students lack understanding of aerobics knowledge, they cannot understand the essence of aerobics; their understanding only stays on the surface, and it limits the development of students in aerobics activities.

3.3 Lack of teacher-student interaction

In the current teaching, many teachers have already started to interact with students and teachers consciously in the process of practice; it can also help students develop their own learning thinking. Therefore, teachers and students attach great importance to interaction in current teaching activities. However, in college aerobics teaching, most of the teaching activities are carried out in the form of demonstration and imitation, these fixed teaching methods hinder the innovation of teaching modes of aerobics.

3.4 Students' misunderstanding of aerobics

In daily life, we can see many middle-aged and elderly people in parks, squares and communities doing physical exercises by learning aerobics, this phenomenon has caused many students to think that aerobics is only suitable for middle-aged and elderly people to exercise; there is no need to learn aerobics for college students. In this case, many college students stay away from aerobics as much as possible, and even many students really want to learn aerobics, but due to the pressure of public opinion, they feel embarrassed to learn aerobics. Especially boys, they feel that aerobics is a sport for girls; they prefer to play basketball, football and participate in other sports instead of aerobics.

3.5 The teaching contents are out of touch with reality

At present, the teaching modes of aerobics have been reformed in some colleges and universities, but in many cases, they are still out of touch with the actual teaching in many aspects. The current aerobics courses do not pay attention to the creative inspiration and recognition of students, the curriculum contents are relatively fixed, and there is no diversified and developmental education model. This has caused the true function of aerobics to not be fully given play to.

3.6 The problem of teacher team building

At present, most of the teachers engaged in aerobics teaching in many colleges and universities transform from other dance teachers or part-time aerobics teaching, many teachers who are still unacceptable to very fashionable or diverse ideological trends, this situation is more obvious among older dance teachers. Since the cultural essence and modern functions of aerobics have not been well explored, they only teach some simple movements based on textbooks or some personal insights, there is no display of the true connotation of aerobics. In this case, the classroom becomes less interesting and artistic, over time, and students lose interest in aerobics.

3.7 Outdated educational sense

In the teaching of aerobics, many teachers are influenced by traditional educational thoughts and concepts; they only attach importance to theoretical teaching and neglect on-site demonstration in the teaching process. In addition, because the contents of the teaching materials are relatively single and the teaching contents are competitive, which results in the unified model and unified standard of teaching status. Many teachers only pay attention to the physical quality of students, and ignore the guidance and cultivation of aerobics for students' psychological quality, personality development and innovative forms. Many teachers only pay attention to the short-term benefits of students during aerobics learning, and ignore the lifelong training of students for aerobics.

3.8 Ignore personality development

For a long time, the main mode of aerobics teaching in colleges and universities is based on teachers, classrooms, and textbooks, this teaching method is too rigid and emphasizes the rigor and organization of teaching organization, and ignores the students' leading position in the teaching process. In addition, the teaching materials are relatively outdated, pay too much attention to the technical norms of aerobics, and ignore the flexibility and variability of aerobics, cause the whole teaching process tends to be rigid, which limit the development of students' individual psychological qualities. In addition, in our country's current aerobics teaching classroom, teachers lack teacher-student interaction during the teaching process, the teaching mode adopted by many schools is mainly in which the teacher performs actions in the front and students imitate the actions of the teacher in the back, these actions must be standardized. Therefore, this kind of aerobics teaching is very unfavorable for students to learn aerobics correctly.

3.9 Irregular examination and evaluation system

Since the aerobics courses in many colleges and universities are carried out in the form of elective courses, it is inevitable that there are formalization of assessment methods and content. Some colleges and universities only require students to guarantee a certain attendance rate, and then the students have passed the exam. This form of examination is equivalent to putting aerobics teaching in a trusteeship state, which is not conducive to the actual promotion of aerobics in universities. In addition, although some colleges and universities test the actual mastery of students, the evaluation standards of many colleges and universities are basically based on the technical requirements of competitive aerobics, such evaluation standards are not conducive to stimulating students' enthusiasm and creativity in learning aerobics.

4. Innovative Ways and Thinking on the Teaching Modes of Aerobics in Colleges and Universities

The development of aerobics should meet the actual needs of teaching, namely innovation of the teaching mode; teachers can teach aerobics to a new height by imparting their professional theoretical knowledge. Aerobics is a discipline with diverse contents, in the process of reform and innovation; we should pay attention to the comprehensive connection of the characteristics, exercise methods, styles, space, time, and music collocation of aerobics. In general, the fundamental purpose of the innovation of aerobics teaching model is to enhance students' innovative ability and cultivate their independent learning ability.

4.1 Innovation of teaching goals

In order to give full play to the education role of aerobics, colleges and universities should first establish the sound aerobics teaching guiding ideology and establish aerobics teaching goals. This teaching goal should be established around the development of students. Aerobics teaching should cultivate students' interest and hobbies in aerobics, and gradually master the basic knowledge and basic skills of aerobics during the teaching process; moreover, the teaching should cultivate the habit of students' lifelong exercises and cultivate students' innovative thinking and ability, help students achieve the goal of all-round development. In the actual teaching of aerobics, teachers should first master the learning situation, and then formulate teaching goals and teaching plans according to the actual situation of the students. Some students have strong learning ability, have good dancing skills, and can independently change aerobics exercise methods. Facing such students, teachers can encourage them to take aerobics grades and train them to become professional aerobics athletes. Some students have strong learning ability, but lack the creative ability of independent choreography. Facing such students, teachers can provide a stage for them to satisfy their desire to show themselves and make them find confidence in aerobics. Some students have poor learning ability, but have a strong interest in aerobics. Facing such students, teachers can simply ask them to learn basic movements, so that they can relax in aerobics.

4.2 Innovation in teaching methods

Any teaching should put students in the leading position in the teaching process, and aerobics teaching is no exception. Therefore, aerobics teachers must recognize the student's dominant position and balance the relationship between teaching and learning. Only under the interactive teaching mode can aerobics teaching achieve the best results, moreover, the teacher-student relationship under the interactive teaching mode is also the best, in this learning atmosphere where teachers and students communicate and exchange together, students' learning enthusiasm and interest in learning is also the highest. However, in order to achieve interactive teaching between teachers and students, teachers must give full play to the students' dominant

position in the classroom, understand students' learning conditions, respect students' opinions and suggestions, and create democratic and open learning atmosphere. In this way, it not only improves the students' enthusiasm for learning, but also helps teacher better grasp the learning situation, which is more conducive to teachers' follow-up teaching work.

4.3 Innovation of teaching contents

One thing that needs to be improved in college aerobics teaching is the teaching contents. If teachers want to cultivate the interests of students, they should start with the teaching contents to attract students and make them actively participate in the learning of aerobics; this will help the promotion and popularization of aerobics in colleges and universities. The colleges and universities should understand the latest developments of aerobics anytime and anywhere. The teachers can combine the actual situation of school students to create some suitable aerobics dances. Teaching content should also be divided into different levels according to the different situations of students, and the teaching contents should be carried out in different levels to meet the needs of students. The teaching contents should include some basic movements and a simple set of dance teaching, professional aerobics theoretical knowledge, and cultivate students' ability to create aerobics dance moves independently. The teaching process can't just be a single training, and some cultural activities and competitive games can also be appropriately added to enrich the teaching contents and stimulate students' learning enthusiasm and participation.

4.4 Innovation of teaching evaluation

Teaching evaluation is an indispensable link in the teaching process, which can effectively promote and check teaching and learning. The subject of innovative education is the learner, so the object of the innovative teaching evaluation system is the student. In the past aerobics teaching system, the focus of teaching evaluation was teaching, not learning. This kind of teaching evaluation mode is mainly aimed at students' knowledge mastery and skill proficiency in learning aerobics, but lacks the training and evaluation of students' innovative ability. With the popularization of innovative education, teaching activities pay more and more attention to students' learning. Therefore, the teaching evaluation of aerobics should be changed accordingly, and the evaluation contents should focus on the evaluation of students' innovative ability and comprehensive quality. Moreover, the evaluation methods should also be transformed into the combination of self-evaluation and evaluation of others. In the course of aerobics, the criteria for evaluating a student should not only look at whether he has mastered the basic knowledge and basic skills, but also whether he can independently choreograph and whether he has innovative ideas for aerobics.

5. Conclusion

To sum up, colleges and universities should pay attention to the development of physical education and continuously innovate the physical education modes. Aerobics operation is one of the main teaching items of college sports, and its teaching modes must be constantly innovated. However, due to the influence of traditional teaching modes in colleges and universities for a long time, the innovation of aerobics teaching mode is unsmooth development road. Therefore, in the process of innovation, teachers and students need to cooperate and explore together. However, as long as the independent and dominant position of students' learning are stabilized, the goal is to continuously improve students' independent learning ability and knowledge application ability, cultivate students' personal innovation ability, create a relaxed and pleasant learning environment, enhance the interest and interaction of the learning process and teaching methods, this can enhance the development space of college aerobics teaching, make aerobics become subject that promotes the physical and mental development of students, all colleges and universities should pay attention to innovation of aerobics teaching modes.

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