

On the Significance and Strategy of Penetrating Aesthetic Education in College Aerobics Teaching

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ABSTRACT. *Aesthetic education is an important part of higher education. Aesthetic education, moral education, intellectual education, and physical education constitute a complete system of higher education. Aerobics teaching in colleges can enhance students' physical health, and can cultivate the students' aesthetic consciousness and ability through their body beauty, modeling beauty, technical beauty, rhythm beauty. This paper firstly analyzes the significance of penetrating aesthetic education in college aerobics education from the macro, meso and micro levels, and then puts forward the strategy of penetrating aesthetic education in college aerobics teaching from an aesthetic perspective.*

KEYWORDS: *Aerobics, Aesthetic education, College physical education, Teaching strategies*

1. Introduction

Aesthetic education is the education about “beauty” and “aesthetic”, it is the education of cultivating students' aesthetic consciousness and ability[1]. College students are important reserve talents for national development. In the new era, the demand of social development for college students is increasing day by day, which requires them to have rich professional knowledge and skills, as well as strong aesthetic awareness and ability.

2. The Significance of Penetrating Aesthetic Education in College Aerobics Teaching

2.1 Macro Level-the Need to Build a Harmonious Society

“Harmony” is the core vocabulary of China's social development and the essential requirement of China's social development. Building a harmonious society is inseparable from the efforts of harmonious talents, and training harmonious talents is inseparable from the aesthetic education of colleges. In many colleges in China, aerobics is very popular with students. College aerobics teaching permeates aesthetic education, which enables teachers and students to establish social common values in aerobics learning, such as honesty and trustworthiness, unity and cooperation, compliance with rules, continuous innovation, etc., so as to build a harmonious campus. College students are an important reserve force for the development of the country. Whether they have strong aesthetic consciousness and ability will directly affect their cognition and understanding of a harmonious society, which in turn will affect the healthy development of Chinese society[2]. Therefore, colleges need to penetrate aesthetic education in aerobics teaching, and connect aesthetic education with the construction of a harmonious society. In aerobics teaching, teachers should advocate the beauty of harmony, such as the harmony of human body movements, the harmony of people and nature, the harmony of people and people, etc. At present, Chinese college students are greatly influenced by the western competitive sports. In sports learning, they focus on “competition”, which makes many college students' understanding of sports too single, so that there are many ideological contradictions and conflicts in sports learning and daily life. Penetrating aesthetic education in college aerobics teaching, which can guide and help students to master the ability to distinguish beauty and ugliness, so as to promote their healthy growth and promote the construction of a harmonious society.

2.2 MESO Level-the Need to Interpret the Original Meaning of College Physical Education

In the new era, physical education in colleges is no longer a pure physical education, but a comprehensive quality education through physical education. It emphasizes the organic combination of “beauty”, “truth” and

“goodness”, so that students can find beauty, feel beauty, create beauty and spread beauty in Aerobics learning. Aesthetic consciousness and aesthetic ability are the qualities that contemporary college students should possess. The basic function of aerobics teaching is to enhance physical fitness, and the expansion function is to let students feel the beauty of sports and the beauty of life in the learning process. At present, many colleges aerobics teaching only focuses on the teaching of aerobics knowledge and technical training, and ignore the cultivation of students’ aesthetic awareness and aesthetic ability. This lack of aesthetic education in the aerobics teaching process has greatly weakened the value of college aerobics teaching[3]. College aerobics teaching penetrates aesthetic education, which can amplify the “truth” and “goodness” traits such as honesty and trustworthiness, cooperation spirit, rule consciousness, will quality, and sense of responsibility contained in the aerobics movement, so as to better interpret the original meaning of college physical education.

2.3 Micro Level-Inspire students’ Learning Initiative

College aerobics teaching permeates aesthetic education, which can make students change the boring and uninteresting prejudice of aerobics teaching, and create a diverse and comprehensive learning atmosphere for them. In the process of aerobics teaching, teachers can permeate aesthetic education in different teaching stages, and also can permeate aesthetic education through different teaching methods. Because aesthetic education is greatly influenced by students’ thinking level, ideology, values and so on, teachers need to always adhere to students’ main position in teaching activities, so as to stimulate their main consciousness. When the subject consciousness of students is strengthened, they will establish and perfect their own aesthetic psychological structure, and then participate in aerobics teaching with a kind of spiritual freedom state.

3. Strategies of Penetrating Aesthetic Education in College Aerobics Teaching

This paper holds that the aesthetic education of aerobics teaching in colleges can be carried out according to the following ideas.

3.1 Accumulate Aesthetic Experience

On the one hand, teachers should add aesthetic education content in aerobics teaching, and the content presentation form can be text, pictures, videos or digital materials. On the other hand, teachers encourage students to explore the aesthetic elements in aerobics through self-study or group cooperation, and require them to record the aesthetic elements (such as human body, movement, modeling, etc.) in the form of words, pictures or videos in time. The accumulation of aesthetic experience requires teachers to cultivate students’ aesthetic sensitivity to aerobics.

3.2 Enhance Aesthetic Taste

Aesthetic taste is the depth and intensity of the aesthetic subject’s perception of beauty at different levels. Although aerobics contains rich aesthetic elements, different students have great differences in the effect of receiving aesthetic education due to their different aesthetic tastes[4]. Therefore, teachers should improve students’ aesthetic taste. An effective method is: teachers guide students to watch the excellent aerobics team performance or game video, and think and summarize in the process of watching.

3.3 Shaping Aesthetic Ideals

Aesthetic ideal is a state and a pursuit. Before teaching aerobics, teachers should ask students about their aesthetic ideal of aerobics through questions, questionnaires or face-to-face interviews, so that they can affirm the close relationship between aerobics and beauty, and stimulate their motivation to create and spread beauty through aerobics learning.

3.4 Stimulate Aesthetic Perception

On the one hand, in aerobics teaching, teachers should apply the methods of explanation, demonstration and practice, games, competitions and cases to make students have new, strange and special impression on aerobics and stimulate their interest in learning.

3.5 Awaken the Aesthetic Imagination

In the teaching of aerobics, teachers should apply the method of image training to make students constantly enhance their aesthetic consciousness and ability by recalling or imagining the technical movements of aerobics. Imagery training does not emphasize the practice of body movements, but the memory and imagination of the brain. Through recollection and imagination, students will have a deeper memory of the correct and beautiful aerobics movements, and a vague memory of the wrong and ugly aerobics movements, so as to consciously distinguish beauty and ugliness in the brain, and then improve their aesthetic awareness and aesthetic ability.

3.6 Cultivate Aesthetic Emotion

Aesthetic emotion is a kind of subjective emotional response, which includes direct emotion, image emotion and rational emotion. In the aspect of direct emotion, teachers should constantly emphasize the relationship between aerobics and beauty in the process of aerobics teaching, and use multimedia teaching and network teaching to let students think of or see aerobics quickly form a kind of beautiful psychological feeling[5]. In terms of image emotion, teachers should create a free, relaxed and pleasant teaching atmosphere in aerobics teaching, so that students can get a strong and lasting happiness through aerobics learning. In the aspect of rational emotion, teachers should encourage students to carry out academic research on aesthetics in aerobics teaching, correctly understand the aesthetic elements contained in aerobics from a scientific point of view, and affirm the aesthetic value of aerobics teaching.

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