

The Influence of the Innovation of Aerobics Teaching Method on Improving Teaching Effect

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Abstract

The purpose of this study is to analyze the influence of innovative aerobics teaching methods on improving teaching effect. In this study, firstly, aerobics teaching curriculum and aerobics teaching situation are analyzed. Secondly, the existing problems of aerobics teaching methods are studied. Finally, the innovation of aerobics teaching method and the improvement of its teaching effect are discussed. The research results show that the innovation of aerobics teaching method can make students better grasp the key points of knowledge in teaching and actively participate in aerobics teaching, which increases the recognition of teaching material and teaching method innovation. Therefore, this research result has certain practical significance.

1. Analysis of Aerobics Teaching Courses

Aerobics course has positive significance for students. It can improve students' physical quality, aesthetic ability and artistic temperament. First of all, aerobics can integrate the characteristics of multiple disciplines, such as sports aesthetics, human anatomy and exercise physiology [1]. In the course, most of the muscles and joints of students will be exercised, so that students can develop comprehensively in class. Secondly, aerobics embodies the beauty of body and music. In the teaching of the course, a variety of dances are added to allow students to make flexible choices. At the same time, it also helps students to develop the ability of appreciation and aesthetic consciousness [2]. Finally, aerobics integrates elements of sports, music melody and dance, which requires students to constantly adjust themselves according to the environment in the course, so as to improve their artistic temperament [3]. In addition, the opening of aerobics in the campus can relax students' body and mind, and relieve the pressure brought by their studies through cheerful and beautiful aerobics activities.

2. Analysis of the Teaching Situation of Aerobics

2.1. The Use of Aerobics Teaching Materials

Aerobics teaching materials can provide direction for practical courses and standardize the teaching content in the course teaching. The methods, knowledge and skills in calisthenics teaching materials are instructive and important standards for teachers and students [4]. Students know the specific content of the course through the calisthenics teaching materials, and teachers can also get the focus of classroom teaching from it [5]. Through the comprehensive analysis of many schools, the use of aerobics teaching materials is understood, which are summarized in the table below.

Table 1. Survey on the selection of aerobics teaching materials

Item	N	Percentage (%)
National textbooks	8	26
Textbooks compiled by senior teachers	3	10
Self-compiled textbook	14	45
Textbooks compiled by our teachers	5	19

Note that N represents the number of schools.

As can be concluded from the above table, in terms of the selection of teaching material, the schools that use textbooks compiled by senior teachers account for 10% of the total number, the schools that use national textbooks account for 26%, and the schools that use self-compiled textbooks account for 45% of the total number [6]. In addition, some schools use textbooks designed by teachers themselves, accounting for 19% of the total.

2.2. Analysis of the Teaching Content of Aerobics Practice Course in Colleges and Universities

In the aerobics teaching, its content is mainly divided into three parts, that is, the practice teaching, the theory teaching, and the auxiliary teaching, and these three contents jointly form aerobics class. From the perspective of practical analysis, the classroom practice of aerobics is instructive and the main reference for aerobics learning. For example, the content of basic knowledge, basic skills and body contact are effectively used in practical teaching and reflected in the use of textbooks [7].

Table 2. Survey on teaching contents of aerobics practice courses

Course contents	N	Percentage (%)
Aerobics for competition	0	0
Self-compiled aerobics	11	35.8
The routine and pace of aerobics	15	51
Aerobics for public exercise	5	13.2

Note that N represents the number of schools

By investigating the actual situation of aerobics teaching in schools, the teaching contents of the courses are analyzed. It can be concluded from the above table that some schools adopt basic contents in aerobics teaching, which is convenient for teachers and students to understand. There are still about half of the schools, which focus on methods and routines in aerobics teaching, so that students can develop inertial thinking points [8]. Another part of the school uses self-compiled textbooks. Therefore, most schools pay more attention to the application of methods in aerobics teaching, and generally choose self-compiled teaching materials, which are more in line with the characteristics of teachers and students.

3. Study on the Existing Problems of Aerobics Teaching Methods

3.1. Passive Learning

In the traditional teaching method, teachers are too self-centered, and classroom teaching mainly adopts the method of self-explanation and rehearsal, without paying attention to the actual practice of students. The teacher teaches according to the content of the textbook without adding his / her own understanding, which leads to the students' inability to deeply grasp the key points of these movements and affects the teaching effect. Such problems will affect students' active learning ability and reduce their creativity. Rigid learning does not give

full play to students' personal advantages. In this kind of teaching, students gradually lose the interest in aerobics, and think it is the same as radio gymnastics and doesn't have unique place.

3.2. Inefficient Teaching

In the aerobics teaching, the main form is the large class teaching. The teaching content and process are completely based on the textbook, and the actual situation of the learning is not changed, resulting in poor results in aerobics teaching. In the calisthenics teaching material, several sets of basic movements are given, but the teachers don't innovate in the practical exercise, so that the students can't understand the essence of the calisthenics movements, resulting in the failure to achieve the real teaching purpose [9]. In daily teaching, teachers often play fixed music and let students practice according to actions. After a semester of teaching, students become familiar with these routines, and then the teacher takes the test. Under this test, the student's grades have no practical significance, and the students do not really master the content of aerobics.

3.3. Outdated Teaching Method

Based on the above research, the purpose of aerobics teaching is not for students to master the routines and cope with the final examination, but to enable students to understand the principles and key content of aerobics and gradually form a view of lifelong exercise. However, the current methods of aerobics teaching are outdated and have not been innovated with the improvement of teaching level. As a result, it is too rigid in the action decomposition explanation and action demonstration, such as the circular broadcast of video tapes [10]. Moreover, in the actual teaching, it is not combined with other sports, such as dance movements, and the teacher ignores the individual development of students and only teaches programmed movements without flexible application.

4. Innovation of Aerobics Teaching Method and Improvement of Teaching Effect

4.1. Set Teaching Objectives

The innovation of calisthenics teaching method is to guide students to love calisthenics and form the habit of calisthenics exercise, rather than simply teaching. In the actual teaching, it is necessary to be able to deeply understand the action points, techniques and methods of aerobics, and constantly improve the level of aerobics exercise. According to the constitution and method of aerobics, teachers should be able to master it flexibly and clarify the purpose and practice of exercise. In view of the movement request and the structure of athletic aerobics, teachers should also understand, use the evaluation rules well, and teach them to students in teaching.

In practical exercise, the method of combining theoretical teaching with practical exercise is adopted to enable students to have an in-depth understanding of aerobics skills and its role in improving physical quality. Students should be able to develop correct practice methods in the process of learning. And teachers should understand the advantages of students, be able to train students in a planned way, give play to their strengths, and develop targeted teaching programs.

4.2. Optimize Teaching Content

4.2.1. Attach Importance to the Study of Theory Courses

Aerobics and other sports have the same model. It has its own methods and basic movements, which is the basis of aerobics teaching. In the practical teaching, teachers should pay attention to the theory teaching, grasp the action points, and increase the knowledge of health. For example, the long-term exercise of aerobics can improve students' physical quality and broaden their mind, so that students can relax from aerobics classes after their studies. As for the

improvement effect of aerobics on body function, teachers can reasonably arrange the time and control the amount of exercise according to students' different time and different needs for physical conditions, instead of only carrying out movement training.

In addition, teachers should understand the difference between competitive aerobics and ordinary aerobics and monitor the body indicators to enrich students' knowledge, increase students' awareness of physical exercise, and consciously participate in aerobics.

The innovation of teaching methods and the optimization of teaching contents are not to abandon the traditional teaching methods, but to optimize on the basis of the traditional methods, discard the bad parts and adopt the optimized parts, so as to achieve the improvement of teaching effect.

4.2.2. The Quality of the Teaching Content

In view of the innovation of aerobics teaching methods, it is necessary to take students as the main body, identify the main body of students, and replace the traditional and single teaching methods with rich and diverse teaching methods to improve the practice level of students. First of all, teachers should understand that aerobics is a constantly changing and developing sport. They should make clear the different training methods in different periods and put forward different requirements for different students. Secondly, teachers should be able to process the teaching content, have the ability of processing and sorting, and have an intuitive understanding of the teaching content. Finally, in the use of teaching methods, teachers should highlight the characteristics of the times and practicality, carry out content design based on students' needs, reflect students' subjectivity, meet students' needs, and better carry out aerobics teaching to achieve the teaching purpose.

4.3. The Choice of Teaching Methods and Means of Aerobics

Firstly, lay a solid foundation, teachers can attach importance to the explanation of movements in the aerobics class, rather than a single exercise. Teachers should make it clear that the complete set of movements is not the whole content of aerobics teaching. The single set of movements teaching may make students bored. The teacher must regard the complete set of movements as the teaching reference foundation and guide the student to grasp the movement in the teaching. When teachers teach movements, they need students to think actively, understand the essence of movements, and skillfully apply what they have already learned.

Secondly, change teaching into guidance. The innovation of teaching methods should change teaching into guidance, guide students to study and attach importance to the application of training methods. After teachers take the right method, they can better complete the teaching purpose and planning. For some simple movements of aerobics teaching, teachers do not need to teach many times; for some of the more difficult movements, the teacher needs to break down the explanation in detail, let the students practice step by step, and explain the student's movements at any time. And students can understand the main points of the action in this process.

Aerobics learning not only requires the teacher's action explanation, but also requires the students to have a deep understanding of the movements. Through these exercises, students can understand the muscle movement, master the direction of the movement, and teacher can better carry out difficult teaching in the following exercises, so that students can quickly understand.

Thirdly, adopt the "co-teaching" approach. Some campuses use the traditional teaching methods in the teaching of aerobics and adopt the "spoon-feeding" teaching ways to enable students to master the set of actions. Although this kind of teaching enables students to have neat aerobics movements, it also limits the exertion of students' individual advantages, as well as the embodiment of their initiative and creativity. Therefore, the traditional teaching method is not conducive to the cultivation of innovation ability. Therefore, the relationship of mutual

cooperation and mutual help should be formed in teaching to realize “co- teaching”. This method can timely find irregularities in actions and correct each other.

In this innovative teaching method, students discuss with each other and do aerobics exercises together. In this process, teachers need to do a good job in explanation and demonstration, standardize students’ paired practice, and encourage students to learn aerobics better. For example, a group aerobics competition can be held to score students from the aspects of innovation, key points of movements, performances and other aspects, so that students and teachers can communicate face to face, analyze the specific realization of aerobics, timely grasp the existing problems and solve them reasonably.

4.4. Stimulate Students' Creativity and Enhance Their Confidence

The development of cooperative teaching in any kind of teaching mode can stimulate students' initiative and enthusiasm, and better enhance the teaching effect. Therefore, in the innovation of aerobics teaching method, cooperative learning is an indispensable method. In addition to adjusting the teaching content of students, it can also guide students to practice the cooperative relationship of mutual assistance and activate the atmosphere of class.

In the teaching of aerobics, the innovation of teaching methods should be used to improve the teaching effect and quality, increase the self-confidence of students and help them to do aerobics exercises. For example, teachers can organize students to watch the action points before class, so as to improve students’ enthusiasm and initiative in calisthenics. This way allows students to feel that their learning outcomes are recognized and affirmed and stimulates the self-confidence of students.

5. Conclusion

The innovation of aerobics teaching method can help students better grasp the key points of knowledge in teaching, which increases initiative and enthusiasm in the process. Students can take an active part in aerobics teaching by practicing aerobics in a happy atmosphere, which increases the recognition of teaching materials and teaching method innovation. Through the innovation of teaching method, students’ initiative is reflected. Teachers pay attention to students’ views and actual situation, and arrange classroom contents accordingly, so that students can get more happiness in aerobics learning and practice.

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