

Research into Aerobics Teaching Based on Blended Learning in Colleges and Universities

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Abstract: With the development of social economy, followed by the upgrading of information technology, education industry depending on network information technologies is influenced. With the updating of people's learning methods, blended learning has gradually gained people's favor due to its characteristics of adapting to the era. By closely linking the traditional offline teaching and online human-machine learning, blended learning frees learning from the limitation of specific time and space, so that learners can choose their own learning time and location randomly, thereby meeting the learning needs of different groups of people and according with the development trend of the new education view. Organically integrating the advantages of offline teaching and online learning, blended learning brings benefits to the development of classroom teaching concepts, aims at realizing "classroom back to students and classroom back to life". At the same time, carrying out blended study on learning based on information technology is an effective way to promote teachers' professional growth. This paper, focused on the concept of blended learning, conducts shallow research on aerobics teaching in colleges and universities, in the hope of providing some enlightenment to the teaching in this field.

1. Blended Learning

1.1. Concept

Traditional training model has following defects: low efficiency, lack of attractiveness, high cost of cross-school training, and many uncontrollable factors. Blended learning, by organically integrating offline classroom teaching and online self-directed learning, aims at creating an ideal learning environment, integrating information technology and teacher training organically, so as to realize online and offline, real-time and staggering time combined learning. In this way, the blended training model allows teachers to integrate fragmented learning and systematic training, and effectively combines them, and give full play to advantages of traditional face-to-face learning methods and the advantages of online distance learning. In addition, it is feasible to respect the student's dominant role in blended learning, and ensures that teachers fulfill basic functions as instructor, elicitor and monitor. Blended learning mainly refers to the blending in the following four aspects (1) learning subject-students' independent learning blended with teacher-student exchanges and student-student mutual assistance, collaborative learning and other learning methods; (2) blending of structuralism, behaviorism and cognitive theory and other learning theories and teaching methods; (3) blending of several conventional modern teaching techniques such as text, images, audio and video; (4) The most important blending is the blending between theoretical teaching and practice teaching. At the same time, this new model of scientific research training enables teaching and scientific research to perform simultaneously, so as to maximize the resources sharing of famous teachers, thereby effectively enhancing teachers' teaching ability and promoting the high-quality and balanced development of regional education. ^[1]

1.2. Advantages of Blended Learning

First of all, unlike traditional learning methods, due to blended learning, there will be more than one learning space, which is conducive to rebuilding teachers' educational values, so that educators

focus more on consciously cultivating students' subjective consciousness rather than just completing teaching tasks, so that students become the masters of their own learning, give full play to their own creativity and improve their thinking styles.

Secondly, in addition to textbook knowledge, teachers can also selectively arrange blending learning content to meet the needs of realizing educational value, not just limited to the thinking of textbook editors, and selectively to extend the scope of teaching content to all fields of social life. Currently, if teachers can make good use of the rich and accessible various online teaching resources, the needs of students for individualized learning and independent learning can be satisfied.

Thirdly, blended learning is not only limited to traditional teacher teaching, classroom questioning, and after-class assignments. It is a process of teacher-student collaboration and student-student cooperation for joint communication and progress, so that the blended classroom teaching can be more diversified,

Finally, instead of referring to the academic performance of students, according to the evaluation of blended teaching, teachers' selection of modern teaching media and network resources, and whether students are organized in each procedure to conduct effective learning, become an important reference for assessment and teaching. People used to pay attention to teachers' blackboard writing, explanations, and the use of teaching materials. Today, they also pay attention to teachers' guidance on students' learning methods, teachers' ability to organize students to learn, and teachers' use of information technology.

2. Aerobics Teaching Based on Blended Learning in Colleges and Universities

2.1. The Significance of Mixed Learning to Aerobics Teaching

Aerobics is a sports integrating gymnastics, music and dance in pursuit of human health and beauty with various social and cultural functions including sports, dance, music, and aesthetic education. ^[2] To learn aerobics, it is necessary to understand the basic theories and basic techniques of aerobics which highlights knowledge structure and theory. Secondly, students should get access to a lot of information resources, such as general aerobics, jazz aerobics, step aerobics, fighting aerobics, yoga aerobics and other different styles of aerobics video materials. The purpose of stimulating learners' interest cannot be achieved only by simple lectures and exercises. When students watch these videos, their brain will be stimulated intensely, thereby activating learners' enthusiasm for learning. Student can get these resources easily and study in advance according to their own need under the teacher's instruction in the classroom to maximize the teaching effect and learning effect. On the other hand, this can practice students' lifelong learning ability. At the same time, as aerobics is a fashion sport that develops and updates rapidly. Through online learning, students can understand the latest development results of aerobics, keep in line with the development of the times, and avoid getting out of the times. After knowing the latest trends of the sports, students can also better acquire their desired learning content and stimulate their learning motivation and achieve good learning effect.

2.2. Blended Learning is Applied in Aerobics Teaching in Colleges and Universities

Aerobics teaching under the guidance of blended learning concept can be divided into the following five steps: pre-class analysis and design, teachers' classroom teaching, students' online learning, offline classroom discussion and after-class evaluation, etc. ^[2].

1) Pre-class analysis and design

As we all know, learners are the main part in learning activities. To ensure satisfactory learning effect, we must also know learners' universality and individuality, as well as learners' differences in cognitive and emotional factors. Therefore, at this stage, learners and the entire teaching system are needed to be analyzed. The preliminary analysis of learners is to understand the students' current foundation, value orientation and learning style so as to provide guidance for future learning environment and media selection. The preliminary analysis of the teaching system is based on the

analysis and understanding of the learners' characteristics. A series of data analysis is required to ensure that the learners are equipped with the optimal teaching environment and teaching methods. The basic characteristics of the aerobics course are very different from other courses, which covers a wealth of content and mainly consists of fast-paced and multi-element movements, requires for the coordination and participation of all organs of the human body, with higher requirements for physical coordination and reaction speed. Due to the prevalent differences between individual students, if teachers treat them as the same without realizing these characteristics, it is impossible to obtain ideal teaching effect.

2) Teacher's classroom teaching

Classroom teaching generally refers to that teachers adopt appropriate teaching methods and teaching techniques in classrooms through face-to-face instruction, so that students can acquire basic knowledge and skills such as basic hand position and basic foot movement of aerobics, and obtain a preliminary understanding of different characteristics between aerobics and other courses. In spite of network teaching superior to traditional classroom teaching in some aspects, classroom teaching has its advantages that cannot be replaced. For example, on the one hand, teachers can receive feedback and adjust their own teaching progress according to the overall or specific situation of the students, give repeated instructions for some students who learn slowly or feel difficult. At the same time, teachers should summarize the experience and lessons, improve teaching methods. On the other hand, teachers can find students' mistakes in time, manage and promote them to correct timely. Furthermore, teachers can use appropriate facial expressions, passwords, vocabulary to inspire and supervise students timely, and motivate their interest in learning. Teacher-student interaction can not only help to get along with each other, but also can facilitate teaching to a certain extent. Therefore, offline classroom teaching has laid a solid knowledge and technical foundation for online learning, and in the long run, traditional offline classroom teaching will still play a dominant role in aerobics teaching activities.

3) Students' online learning

To make sure students can attend classes, teachers should take the initiative to provide learners with teaching courses in advance, by recording teaching videos or recommending learning resources. They should give full play to the advantages of network media, and present those content that is complicated and difficult in classroom teaching by using network platforms, integrating resources by means of optimal pictures, videos or audios. Particularly for key points and difficulties in the teaching process, teachers can give lectures through vivid pictures, animations and other forms, so as to fully stimulating students' vision and hearing, evoke their enthusiasm for learning.^[4] Teachers should guide students to learn and analyze teaching resources independently, so that students can develop their own learning methods and find their own learning methods, thereby improving efficiency. Aerobics teaching highly emphasizes the control of movement specifications and details. Therefore, within the limited time, teachers may not give consideration to all students, which may cause unsatisfactory learning effects. On the contrary, through the vivid modern media image in the interactive learning environment, the multi-sensory stimulation of image, text, and sound will have great significance to the formation and development of students' cognitive styles and learning methods. Despite the arrangement of aerobics is conducive to inspiring students' sense of innovation and cultivating students' concept of lifelong exercise, it is still a difficult teaching procedure because the aerobics class is limited in class hour unlike Chinese, mathematics, English and other subjects. Teachers are difficult to spend too much time on cultivating students' innovative ability. This precisely highlights the advantages of online teaching. Teachers can use online media to demonstrate the knowledge and materials of aerobics arrangement, and teach students how to adopt innovative methods. Students can acquire these knowledge and skills learn through the Internet, give full play to their infinite creativity and get inspiration for innovation. Teachers can guide students to ask questions, discuss problems, and practice exercises by arranging practical and theoretical after-class assignments, and setting questions, so as to promote students to develop sports skills and establish lifelong sports concept.

4) Classroom discussion

Namely, teachers and students at this stage can have face-to-face classroom discussions on some problems that students encounter in autonomous learning, during which teachers, with no need of repeating students' autonomous learning, just analyze the problems that students encounter in autonomous learning and propose suggestions and solutions. This process is conducive to enhancing students' enthusiasm for autonomous learning. Teachers should make sure that student discussions is the priority, and they serve students' discussions, create an environment suitable for discussion, explain the precautions in the discussion, list the problems that students commonly have, summarize together and guide students to find problems, ask problems and finally solve problems. Through discussion, teachers can learn about students' interest in aerobics class and their true mastery of professional skills in aerobics, promote teacher-student communication and interaction, thereby creating a harmonious atmosphere conducive to learning.

5) After-class evaluation

Any subject teaching requires to test its teaching effect and requires to evaluate the teaching process and teaching results. The purpose of after-class evaluation is to provide feedback to class teachers and course managers rather than feedback to students. If the evaluation results are in the opposite with learning effect, teachers should think about which link is wrong or whether the teaching method is improper so as to improve teaching. If the learning effect is roughly the same as the expected result, then the teacher only needs to maintain perfecting so as to further optimize the teaching process. The focus of the evaluation is to evaluate the third part of the offline face-to-face discussion between teachers and students. The learners will evaluate each other, and then they will find common points and differences. Teachers should focus on the participation of each learner in the autonomous learning process and the contribution to the whole activity, so as to achieve authentic and credible evaluation results. The evaluation ratio should emphasize procedural evaluation, and the focus should be on the process rather than the result. After all, our purpose is to strengthen students' learning enthusiasm, rather than discouraging students' enthusiasm or cause conflicts between students due to evaluation gaps. At the same time, after-class evaluation should also promote the self-discipline of members, enhance learning enthusiasm, and further achieve the target of improving teaching efficiency.

3. Conclusion

In this article, the author mainly discusses the concept, advantages and basic concepts of blended learning in its application of aerobics teaching in colleges and universities, proposes that aerobics teaching based on blended learning can be divided into five stages, namely, preliminary analysis and design, teacher's classroom teaching, students' online learning, class discussion and after-class evaluation, in the hope of providing some thoughts for innovating college aerobics teaching.

References

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