

Research on the "Online + Offline" Teaching Mode of College Aerobics Excellent Courses

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Abstract

At present, the main problems in the teaching of aerobics in colleges and universities are the lack of innovation and the lack of students' interest in learning. Therefore, the teaching of high-quality aerobics courses in colleges and universities adopts a combination of "online and offline", so as to meet the individual needs of students, and can improve the quality and level of aerobics teaching. Through the method of literature materials, expert interviews and other research methods, this paper demonstrates the importance of implementing the "online + offline" teaching mode of high-quality aerobics courses in colleges and universities, and puts forward the problems existing in the "online + offline" teaching mode of high-quality aerobics courses in colleges and universities, to build the "online + offline" teaching mode of high-quality aerobics courses in colleges and universities, so as to provide theoretical and practical references for improving the quality and level of aerobics teaching in colleges and universities.

Keywords

College Aerobics, Quality Courses, Online + Offline, Teaching mode

1. Introduction

With the rapid development of education network, colleges and universities are actively carrying out online teaching. Compared with the face-to-face classroom teaching between teachers and students in the past, online teaching in the new century has no time and space constraints, which can promote. Students can teach online resources anytime and anywhere. For aerobics technical courses in colleges and universities, it emphasizes the integration of theory and technical practice, and promotes technical skills training with practical work, and then flexibly organizes online teaching of excellent aerobics courses to assist offline classroom curriculum arrangements and improve the quality of course aerobic teaching (Qiao Rongtong, 2022).

2. The Importance of Implementing the "Online + Offline" Teaching Mode in College Aerobics Quality Courses

2.1 Help to Improve the Level of Learning

In the actual teaching process of high-quality aerobics courses in colleges and universities, the online + offline teaching method is adopted, and the concept of teacher-led and student-centered is adhered to. Interspersed with some interactive links, such as pre-class preview, in-class testing, after-class communication, etc. First of all, the integration of online and offline teaching methods enables students to gain rich learning experience, eliminate students' anxiety, and open up a new path for the learning of aerobics courses. Secondly, the use of online + offline teaching mode can pro-

mote the improvement of college students' autonomous learning ability. Mobile phones and computers are necessities for college students. These tools provide good conditions for the application of the mixed teaching mode. Students can use mobile phones, computers, etc. to conduct online learning after class, or adjust the learning rhythm according to their own learning situation. In this way, students' learning is more targeted, so as to develop a good habit of self-learning in a subtle way (Sun Limiao, 2022).

2.2 It Helps to Improve the Quality of Teaching

Using the online + offline teaching method can clarify the teaching objectives, improve the teaching effect, allow teachers to fully grasp the real academic situation of the students, formulate teaching plans suitable for different students' learning conditions, and improve the teaching effect. Aerobics has high requirements on students' body posture and movement specifications. It not only requires students to master the whole set of movements, but also requires students to complete the movements perfectly with the cooperation of music, and has a good sense of rhythm. Clarify every force point of the arm, understand the standard of each step, and achieve the coordination of the limbs. At the same time, the online + offline teaching method can also allow students to watch the video repeatedly before the class, and correct and guide in the offline teaching, thereby promoting the improvement of teaching quality (Wang Juan, 2021).

3. Problems Existing in the "Online + Offline" Teaching Mode of High-Quality Aerobics Courses in Colleges and Universities

3.1 The Teaching Mode Needs to be Innovated

At present, the teaching of excellent aerobics courses in ordinary colleges and universities in my country is dominated by the teaching of basic movements, and the teaching content will not change in the short term. However, due to the limited teaching space and the large number of students in the class, the students' personal quality is relatively poor, and the students' proficiency in aerobics technology is greatly different. The teaching content of aerobics in colleges and universities is relatively old-fashioned. One or two sets of exercises are studied in a semester and exams are held at the end of the semester. Such hard indicators are likely to bring study burdens to students and ignore the coordinated development of students' bodies. At the same time, due to the single teaching content and fixed content, the style of routine has not changed with the development of aerobics (Wang Lina, 2021).

3.2 The Professional Level of Teachers Needs to be Improved

The online-offline mixed teaching mode is a new type of teaching mode, which has higher requirements on teachers' personal ability. Teachers should teach according to the actual situation of each course and each class. In the actual teaching process, teachers play a guiding role and may add additional teaching tasks or even involve knowledge in other fields, which is very important for aerobics. Teachers' teaching skills and knowledge level have high requirements. In addition, aerobics teaching is generally a complete set of movements. Teachers use short videos before class to let students watch the important and difficult content of teaching online, which can achieve better results. This requires aerobics teachers to have strong generalization ability. The teaching content is linked together and made into learning courseware (Feng Xin, 2022).

3.3 The Quantification of Assessment is Uncertain

Physical education teaching must implement quantitative assessment, and quantitative assessment is a key link in measuring students' performance. When implementing online and offline mixed teaching, it is necessary to fully consider the entire learning process of students, establish a scientific evaluation and assessment system, and form a comprehensive evaluation mechanism. At present, the teaching mode of online + offline college aerobics quality courses is still in the process of exploration, and there is a lack of a complete evaluation system. Therefore, teachers should comprehensively consider the actual situation. At the same time, because there are certain uncertain factors in the quantification of aerobics, teachers should pay attention to the problems existing in the overall teaching, and then find out the improvement countermeasures.

3.4 It Takes Time for Students to Change

The online + offline teaching mode mainly allows students to study independently before class, through various assignments arranged by teachers, so that students have a basic understanding of the excellent aerobics courses, and

communicate with teachers and peers in the classroom. At present, there are some problems in the teaching of high-quality aerobics courses in colleges and universities in our country, such as the lack of effective teaching supervision, which cannot stimulate students' interest in learning. However, due to the lack of subjective initiative shown by some college students in the learning process, they often have the idea of "backing off" after encountering problems, which affects the effectiveness of learning, and some students have inferiority complex in sports due to physical incoordination, which makes students lose interest in the study of aerobics quality courses. At the same time, due to the large differences and distinct individual characteristics of colleges and universities, when using online + offline teaching methods for teaching, students are usually required to have strong self-discipline, and cultivating students to develop good self-discipline habit requires certain time (Yan & Gong, 2022).

4. "Online + Offline" Teaching Mode of High-Quality Aerobics Courses in Colleges and Universities

4.1 Make Preparations before Class

Using the "online + offline" teaching mode to teach high-quality aerobics courses in colleges and universities is conducive to improving college students' control of aerobics content and improving the quality of classroom teaching. First of all, in the pre-class preview stage, the teacher should give full play to the guiding role, according to the actual learning situation of the students, make the corresponding aerobics excellent course teaching courseware, and use WeChat, QQ and other methods to send the relevant learning materials to the students, so that the students can carry out the training in advance, so as to lay a solid foundation for subsequent effective teaching, and promote the friendly interaction between teachers and students in offline teaching. Aerobics has high requirements for students' physical movement, and video teaching is very intuitive. Therefore, teachers should focus on the length and difficulty of the video when training and punishing the video, so as to fully arouse the interest of the students. While making teaching videos, teachers will also share some aerobics competitions and performance videos with students to expand students' knowledge and improve students' ability to arrange movements. Secondly, before the teaching of aerobics quality courses, teachers can use the Internet to formulate micro-classes or teaching videos according to the teaching content and the actual situation of students, so that students can have a certain understanding of what they have learned and the key points of aerobics technology, preview the key and difficult points of aerobics techniques. Due to the great differences in student groups, their sense of rhythm and imitation ability are very different, so teachers should teach students according to their aptitude. Finally, teachers should put forward corresponding precautions in the online preview session based on their previous teaching experience, aiming at the problems that may arise in students' learning, and build a learning and communication platform for students to strengthen the good interaction between teachers and students. Compared with cultural courses, aerobics is very different. It focuses more on the cultivation of students' aesthetics. In the actual teaching of high-quality aerobics courses in colleges and universities, teachers should give students full freedom to play, so as to promote students' creative thinking development. By using online courses to guide students and guide students to watch relevant videos, students can preview the offline learning content in advance, thereby improving the effect of offline teaching (Ma Chuanqi, 2022).

4.2 Construct Knowledge Dissemination Channels with Information-Based Teaching Environment and Teaching Content

By building an online learning network platform and establishing a resource database, it can help students to clarify their learning goals, so that students can carry out preliminary learning in a relaxed and free personal space, so as to solve the problem of insufficient classroom time and space. The learning platform is not only an interactive platform, but also a platform for answering questions. Teachers and students can discuss difficult problems encountered in primary learning; and the platform can also prompt teachers to interact with students one-on-one in real time, so that students can feel the teacher caring for oneself and in a sense reinforces the reflection, interaction and feedback of students.

4.3 Construct Knowledge Absorption Channels with Flexible and Diverse Teaching Methods

Colleges and universities use heuristic teaching methods to make students become the main body of classroom learning, and let teachers guide students to find problems and help students solve problems. For example, in the prescribed action part, colleges and universities use technical methods to guide students to conduct autonomous learning before class; in the independent creation link, teachers can use the form of individual cases to stimulate students' creativity and collaboration face-to-face, allowing students to play freely and discuss teamwork Features, creating action combinations,

head and tail shapes, changes in space, etc. In order to make the learning effect in the classroom better, teachers can adopt the online + offline teaching method in a targeted manner for different course content. Through the online + offline teaching method before class, during class and after class, students' understanding of knowledge can be more solid, and the depth of understanding of teaching content can be further improved (Shao Jingyu, 2021).

4.4 Strengthen the Integration of Online and Offline Teaching in Class

In the teaching of high-quality aerobics courses in colleges and universities, teachers should make appropriate adjustments to the offline teaching content according to the specific teaching situation. First, determine the teaching objectives of this lesson, and teachers and students work together to determine the teaching objectives. Secondly, when implementing the online + offline aerobics excellent course teaching, teachers should divide students into several groups, usually 4-6 people are the best, led by a group leader. At this stage, teachers should establish personal data files of students, observe the performance of classmates, record the learning status of the group, and conduct targeted counseling in a timely manner to improve the spirit of cooperation among students. Finally, at the end of the course, the students' achievements should be presented in a timely manner, and the students should be allowed to demonstrate the results. Each group demonstrated their own movement skills, checked by the teacher, pointed out the wrong movements of the students, and guided the students to use their mobile phones to film their own practice movements, which was convenient for later viewing and summarizing the deficiencies. At the same time, teachers should formulate review requirements after class according to students' performance in class, and guide students to use the Internet to complete homework after class. Then, the "online + offline" teaching mode is effectively applied to the teaching of high-quality aerobics courses in colleges and universities, thereby improving the quality of offline teaching.

4.5 Constructing a Curriculum Evaluation System in a Three-Dimensional and Comprehensive Evaluation Method

The previous evaluation criteria were all based on conventional teaching methods, but due to changes in educational purposes and the shortcomings of traditional educational models, the evaluation criteria for evaluation have changed. First of all, in the construction of the evaluation system, teachers should pay attention to the individual characteristics of students, integrate a variety of evaluation methods, and pay attention to their own development level and the comparison between their classmates in the process of participation. At the same time, in the determination of the evaluation subject, teachers should pay attention to using a variety of evaluation methods, encourage students to reflect and improve, and encourage students to actively participate in the teaching process of aerobics quality courses.

5. Conclusions

With the development of modernization and the profound changes in the quality of physical education in colleges and universities, the physical education in colleges and universities has gradually become diversified. Due to the fitness characteristics, high artistic sentiments, strong sports dynamics, and active and extensive adaptability of aerobics itself, the development of aerobics can meet the psychological characteristics of college students. Therefore, college aerobics teachers should deeply Research and analyze the development and utilization of high-quality aerobics course resources in colleges and universities, and determine the teaching goals, so as to promote the sustainable development of aerobics.

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