

2014

BioTechnology

An Indian Journal

FULL PAPER

BTAIJ, 10(17), 2014 [9637-9642]

Existing problems and innovative strategy research on aerobics teaching in fujian regular institutions of higher learning

Lin Lin

Department of Sports, Xiamen University of Technology, (CHINA)

ABSTRACT

The paper adopts documentary method, questionnaire method, mathematical statistics and method of comparative analysis to analyze the aerobics implementation in Fujian higher education. The research shows that there are some problems and malpractices in aerobics teaching of Fujian higher education. Therefore, based on discussing the educational function and value of aerobics, the paper conducts a deep analysis on existing problems in aerobics teaching of Fujian higher education and proposes effective innovative strategies to improve aerobics teaching quality, aiming at promoting aerobics to have better establishment and development in higher education.

KEYWORDS

Regular institutions of higher learning; Aerobics; Problems; Innovation.



As an aerobic exercise, aerobics regards physical exercise as the basic means, is characterized by health, power and beauty and gives priority to shape body, enhance health and relax body. In addition, it is equipped with strong sense of the times, rhythm sensation and rhythmical image. Therefore, it is extensively popular with college students in national higher education. The practice has proved that the establishment of aerobics in sports teaching system can promote college students' aesthetic judgment and benign development of body harmony. Furthermore, generally speaking, the implementation of aerobics won't be restricted by time, location and fitness equipment. Therefore, it is become one of the most important constituent parts in sports curriculum of higher education. It is extremely loved by a large number of students, especially for girls. It has already become a hotspot activity in extracurricular athletics of college students. The important task in sports teaching of higher education is to how to figure out existing main problems in aerobics teaching of higher education, innovate traditional aerobics teaching mode and promote the benign development of aerobics in sports teaching of higher education.

RESEARCH OBJECTS AND METHODS

Based on literature investigation, the paper applies questionnaire method, interviewing method, logical analysis, mathematical statistics and method of comparative analysis to conduct an investigation and research on aerobics' curriculum, teachers and teaching methods in Fujian 23 regular institutions of higher learning. Meanwhile, the paper also investigates and studies students who attend the optional course of aerobics on the basis of aerobics' educational value and teaching evaluation. A total of 1000 questionnaires are issued. 985 of them are recovered and the recovery is 98.5%, including 950 effective questionnaires. The effective recovery is 96.4%. According to the curriculum provision of Fujian higher education, leaders in sports departments of part of colleges are visited. Based on teaching methods and teaching effects of Fujian aerobics, aerobics teachers in parts of colleges are visited. The survey data is conducted statistical treatment by adopting Microsoft Excel 2000 application software.

RESULTS AND ANALYSIS

Aerobics' educational value in sports teaching of higher education

1. Fitness value

Researches show that the fitness value has already received good performance in teaching practice with the prevalence of aerobics in sports teaching of higher education. Aerobics not only can play a positive effect on college students' motor system, respiratory system, cardiovascular system, urinary system, nervous system and endocrine system. Meanwhile, when participating in aerobics, it also can improve auricular function, avoid from deformed development of skeletons and enhance bearing capacity and athletic ability. At the same time, it also can increase content of muscle hemoglobin and the number of cardiac muscle protein, quicken blood circulation and reduce the possibility of forming various cardiovascular diseases^[1]. In addition, long-term aerobics also can increase trainers' respiratory muscle, strengthen gas exchange in respiratory system and ability to store oxygen, promote and improve various gland structures and functions, as well as maintain euglycemia.

2. Recreational value

In the form, aerobics has the sense of gracefulness, which mainly reflects in two aspects of dance and music. By virtue of dance's pretty figure and music's beauty of voice, it can help college students to obtain more happy experience in aerobics, harmonize college students' emotions and psychological state, and make them experience sense of happiness both in aerobics music and sports, so as to reach the purpose of pleasing students' mind and body. Meantime, aerobics' autonomy, openness and compensatory in interpersonal relationship can make students present their pretty figure no matter in the class or after the class, obtain psychological satisfaction and share the happiness of collective sports.

3. Educational value

Aerobics, as a kind of welcomed sports event at school, integrates with gymnastics, music and dance. It forms a positive influence on students' aesthetic judgment, moral education quality, level of intelligence and emotional attitude, so as to provide an important foundation and guarantee for improving college comprehensive quality in sports teaching. In this way, students can dump their unhealthy emotions in sports, establish friendship with others and realize harmonious development between mind and body.

Existing main problems in aerobics teaching of higher education

The survey indicates that current aerobics teaching mode of higher education in our province mainly follows up traditional teaching mode, namely teachers conduct one-way and standardized explanations and demonstrations to students, while students just accept knowledge infusion passively and carry out mechanical repetition exercises. Additionally, lack of extracurricular guidance makes the enjoyment of aerobics lose its influences and effects greatly. Consequently, participation enthusiasm and exercise autonomy for students will be hard to be maintained with the increase of course teaching, so as to impact the improvement of teaching quality in aerobics. To be specific, existing main problems in aerobics teaching of our province's higher education reflect in the following points principally:

1. Insufficient theory teaching in aerobics

The survey indicates that aerobics teaching in our province's higher education give priority to the form of practical teaching, while contents of theory teaching are comparatively fewer. 78% of colleges and universities basically maintain 2—4 credit hours, because many teachers and students think that students with non-PE major have no need for carrying out the theory teaching of aerobics too much. Obviously, it is unreasonable. On the one hand, due to lack of theory course, a large number of students can have a comprehensive understanding on aerobics sport events. Therefore, they can't have a better understanding on exercise value and educational function, and they can't set up correct objectives to learn aerobics, so as to impact effects of practical teaching in the future. On the other hand, because credit hours of theory course are small, teachers have difficulties in combining with characteristics of aerobics sports events and integrating sports teaching with health education, as well as cultivation of students' lifelong sport consciousness. If students learn aerobics only for the sake of physical education, it will be bad for the comprehensive development of students' integrated sports quality. In addition, many students don't master sufficient theoretical knowledge and are lack of the guidance of corresponding theoretical knowledge in practice course. Thus, it will impact the effects of aerobics to a large extent, but also damage students' fitness, when being seriousness. Undoubtedly, this is inconsistent with the sports teaching idea of "health first".

TABLE 1 : Aerobics teaching theory situation questionnaire statistical

	2-4 hours		4-6 hours		more than 6 hours	
	n	%	N	%	n	%
Theory Coues	18	78%	3	13%	2	9%

SHORTAGE OF EXTRACURRICULAR INSTRUCTION

The survey shows that teaching lesson in aerobics of our province's higher education is fewer relatively. 87% of colleges and universities arrange 30—36 credit hours, including the time occupied by students' theory course, health physical test, general and special physical fitness and final examination. In this way, the time of implementing aerobics teaching used by teachers, as a matter of fact, is very less. In order to complete teaching tasks on schedule or in advance, some teachers have to quicken the teaching progress, so as to lose sight of students' receptivity and learning effects. In the interview, 61% of students indicate that they are very excited when they select aerobics. However, after attending the class, they find that learning tasks are heavy, training difficulty is huge and classroom atmosphere is not active. Therefore, this will impact the confidence and initiative of learning aerobics to a large content. Particularly, when students want to consolidate knowledge or carry out self-exercise after class, they can't make it better, because of lack of effective guidance. Therefore, no matter in the class or after the class, because of limitations of credit hours, students are hard to satisfy their learning requirements for aerobics.

SINGLE WAYS AND METHODS OF AEROBICS TEACHING

It can be observed from the investigation that aerobics teaching in our higher education mainly adopts method of demonstration. Teachers conduct action modeling in the class, while students imitate and train mechanically. There is no need for any aerobics thinking. This teaching mode is teacher-centered and is one-way cramming method and oppressive method^[2]. Consequently, it is difficult to ensure students' initiative in PE class and is bad for motivating students' learning enthusiasm and interest. From the perspective of aerobics' characteristics and essence, obviously, pure imitation and mechanical exercise are hard to show aerobics' educational value. Some teachers are supplemented by other teachers who engage in special projects. Therefore, their professional education skills in aerobics teaching are comparatively weak. Inevitably, this will impact the teaching effect of aerobics in colleges.

TABLE 2 : Aerobic teaching methods by using the method of questionnaire investigation and statistics (n=23)

Teaching method	n	percentage
Action demonstration imitation	23	100%
Multimedia teaching feedback	5	21.7%
Group practice	18	78.2%
Group and layered practice	1	4.3%

NON-SCIENTIFICITY OF TEACHING EVALUATION

Because of aerobics' particularity and lower quantitative degree, when evaluating, it will be impacted by teachers' subjective factors. Thus, when assessing students' learning achievements, teachers often have subjectivity, so assessment

criterion in different teachers will be likely to have deviations, which result in students' suspicion on existing teaching evaluation system and restrain the presentation of students' principal roles.

Aerobics' existing teaching evaluation only regards students as assessment objects simply. They are always assessed, managed and estimated. In addition, standards, methods, contents and principles of teaching evaluation are only formulated by teachers. In this situation, students' participation enthusiasm for teaching evaluation is hard to be motivated. Therefore, the development of students' subjective imitative in aerobics is affected.

The survey indicates that in aerobics' teaching evaluation, 82% of college teachers conduct single-use final evaluation on students, and namely they just evaluate students only through an examination achievement and regard it as the evaluation basis of students' learning achievement in aerobics. However, in teaching practice, students study hard and are trained with regularity at ordinary times, but they are nervous or feel uncomfortable in assessment, so these may result in unsatisfactory final-examination achievement in aerobics. It even affects the result of total score in final examination and acquisition of personal scholarships. As a result, single-use evaluation method may have an influence on students' learning interest in aerobics and permanent maintenance of their enthusiasm for aerobics. This goes against the formation of students' lifelong sport consciousness.

In addition, evaluation basis formulated in existing aerobics teaching is too standardized. Generally speaking, it just considers final examination score of aerobic events as the only basis of evaluation. On the other hand, it is lack of the evaluation on students' learning process, emotions and attitudes. In this way, students who have worse sport quality will be hard to reach teachers' teaching requirements within the limited credit hours. When it is serious, they will generate a certain psychological barrier to aerobics and cause the shortage of learning motivation.

AEROBICS' TEACHERS LAG BEHIND THE DEVELOPMENT REQUIREMENT OF STUDENTS

Aerobics' teachers in colleges can't satisfy students' learning and development requirements in quantitative terms. In recent years, affected by enrollment expansion of colleges, students at school present multiple-type increase. However, the quantity and gender of aerobics' teachers don't realize corresponding increase. Particularly, under the background of reforming physical education curriculum, aerobics is selected by students autonomously. Thus, girls become the main compositions of personnel structure in aerobics, while male teachers who engage in aerobics teaching are extremely scarce. On the other hand, female teachers will be difficult to adapt to the aerobics teaching with stronger rhythm sensation and larger amount of exercise, because of the age growth. In this case, the contrast among increased students' learning requirements, heavy teaching tasks and insufficient quantity of teachers will be formed.

In the process of developing and constructing teachers, some colleges overemphasize high academic qualifications. Thus, many new teachers are lack of teaching experience and have lots of insufficiency in aerobics' teaching ability. Many aerobics' teachers have no consciousness of carrying out network aerobics education. Thus, they can't conduct effective learning instruction on students after class, so as to restrain the teaching effects of aerobics.

EFFECTIVE INNOVATIVE STRATEGY OF IMPROVING AEROBICS' TEACHING QUALITY

Cultivate students' subject consciousness

The main purpose of setting aerobics is to promote harmonious development of students' physical and mental quality, let students realize the importance of physical training and cultivate the consciousness of lifelong sports. Therefore, students' dominant roles in aerobics are undoubted. This requires PE teachers to change traditional view of aerobics teaching positively, persist in being student-oriented and let students participate in aerobic activities with initiative and enthusiasm by playing their functions correctly. Meanwhile, in order to motivate students' subject consciousness in aerobics, it can take advantage of teacher-student role exchange to make students experience a new role. On the other hand, by coaching, answering questions and disabusing^[3], harmonious teacher-student relationship between students is established. And relaxed and pleasant classroom teaching atmosphere is built, so as to make students maintain long-term attention and sports emotion. In the teaching and training process, it is necessary to reinforce the communication and exchange between teachers and students, learn to how to have conversations and cooperation with other members in the class and achieve coordinated development of comprehensive quality, including virtue, intelligence, body and beauty.

Confirm specific teaching objectives

Teaching objectives mean that students reach predicted learning outcomes and standards through teaching activities. Specific teaching objectives in aerobics of higher education will contribute to the systematic development of various teaching management activities, and improve systematicness, pertinence and scientificity of aerobics^[4]. Under the background of quality-oriented education, aerobics teaching should adjust teaching objectives with pertinence, namely, weaken competitive teaching of aerobics, but emphasize the development of college students' comprehensive quality, increase the teaching proportion of health education, attach importance to cultivate students' aerobic interest, sports emotion and individual quality, make students set up correct sports view and concept of health, and form sound knowledge structure and PE thinking ability. For example, referring to the development of physical education theory in recent years, teaching objectives of aerobics at least should involve in sports skill objective, sports participation objective, body health objective, mental health objective and social adjustment objective. Moreover, these five objectives should be implemented deeply and put into

practice of aerobics teaching. In this way, sufficient adaption of aerobics teaching and PE objectives in colleges can be realized really. Continuous improvement of aerobics teaching quality can be achieved.

Innovate the pattern of aerobics teaching

Traditional aerobics teaching modes in colleges are too unified, select basic teaching contents fundamentally, implement one-way and cramming teaching on students, but lose sight of combining aerobics teaching with schools' specific circumstances and regional features sufficiently. Consequently, aerobics teaching is lack of a new conception. It requires that colleges should select diversified teaching methods with pertinence and adapt to teaching practice of aerobics and students' learning requirements, while reinforcing the construction of aerobics teaching modes. Teachers can make use of media teaching methods to conduct feedback, record students' exercise and disadvantages, judge mutually and find out insufficiency for the sake of motivating students' initiative learning interest. Meantime, PE teachers should pay more attention to the application of stratified teaching strategy and happy teaching strategy in aerobics teaching, realize the sufficient adaption and satisfaction on students' aerobics foundation and learning requirements, namely according to college students' physical truth in aerobics, give priority to fitness knowledge, fitness method, learning fitness idea and promote the cultivation of college students' lifelong sport consciousness.

Optimize aerobics teaching contents

On the basis of summarizing several years of practical experience in aerobics teaching, subject content system that is suitable for college students' aerobics learning has already explored basically. It is necessary to set up some fundamental aerobics teaching contents, compile a set of preparatory activities, which are fit for aerobics, practice it with background music, help students to begin with the most basic pace and build up a set of actions, conduct systematic learning and reinforcement on basic knowledge of aerobics by setting up theoretical course and explaining it, so as to lay a good theoretical foundation. At the same time, it is also important to combine with students' hobbies, interests and learning requirements, choose teaching contents with stronger sense of the times, such as hip-hop aerobics, Latin dance aerobics and jazz aerobics, etc. characteristic aerobic exercise and make existing content system of aerobics become more perfect, practical and scientific. In this way, it can further motivate students' interest bodybuilding and promote progressive improvement of their aerobics quality.

Establish diversified teaching evaluation system

For aerobics teaching of higher education in new era, it needs to weaken the assessment on competitive sports under the guidance of scientific outlook on development. Because students at school are not professional athletes who major in aerobics and they just regard recreation and fitness as learning objectives, it should enlarge assessment proportions of health education, learning process and sports emotion in teaching evaluation system, and construct diversified aerobics teaching evaluation system. In this way, proper functions and roles of teaching evaluation can be played sufficiently so that it promotes continuous improvement of college students' learning methods and teachers' teaching methods and conducts reasonable guidance and encouragement in aerobics. In the process of constructing diversified teaching evaluation system, teachers should take formative and process evaluation as the principal thing and regard summative assessment as the assistance, lead students to learn self-assessment and mutual assessment in aerobics^[5], and inspect students' learning attitude, learning range of advancement, initiative and consciousness of participating in practical activities in practice, as well as flexibility and creativity of hardworking exercise and learning methods, etc^[6], to achieve multiple dimensions and diversification of aerobics teaching evaluation system and further improve scientificity and effectiveness of aerobics teaching evaluation.

Promote teachers' comprehensive quality

Facing to various existing problems in current aerobics teaching of higher education, colleges and universities should integrate with aerobics teaching resources, while needing to enlarge enrollment scale, combine with practical requirements of aerobics teaching, increase the investment on aerobics teaching constantly and build good aerobics teaching environment. Teachers are organizers, guiders and implementers in the aerobics teaching process. They are responsible for implementing the system of teaching objectives and teaching tasks and managing teaching process. As a result, first of all, colleges and universities should ensure the quality and gender proportions of aerobics' teachers, adjust the teacher-student proportion of aerobics teaching to reasonable condition. Meanwhile, colleges and universities should attach importance to promote comprehensive education quality of aerobics' teachers and promote their teaching skills and guidance skills in aerobics teaching constantly, and update existing knowledge structure, teaching idea and educational skills.

CONCLUSIONS

In conclusion, at this stage, aerobics teaching of higher education still has larger problems and disadvantages. Based on strengthening the construction of teaching staff, it is necessary to change traditional ideas and educational modes of aerobics teaching, insist in being student-oriented, regard health education theory as the guidance, further enhance enjoyment, openness and efficiency of aerobics teaching in colleges, give full play to proper values and functions of aerobics, realize

coordination and unification of sports educational objectives in colleges and promote the all-round improvement of college students' comprehensive quality.

REFERENCES

- [1] Meng Fanhua; *Value embodiment of fitness aerobics in national fitness and the research on development and utilization* [J], Journal of Nanjing Sports Institute (Natural Science Edition), (5), (2013).
- [2] Hu Zhaohui; *The research on aerobics reform of higher education in jilin province* [J], Heilongjiang Science and Technology Information, (19), (2010).
- [3] Kang Lei, Yan Tao, Zhao Na, Zhang Lijie; *The discussion on aerobics teaching problems in regular institutions of higher learning*[J], Weekly Examination, (43), (2009).
- [4] Zheng Qiumei; *Problem research of mental training on aerobics---based on aerobic team and specialized group of northwest normal university*[J], Journal of Northwest Adult Education, (03), (2010).
- [5] Li Yan; *Evaluation situation and development countermeasures on aerobics learning in jiangsu average four-year colleges*[J], Boxing(Sports Forum), (05), (2013).
- [6] Du Feng, Li Qian, Zhou Hongbing; *Experimental study on rhythm of aerobics athletes*[J], Journal of Jiangsu University of Technology, (02), (2013).