

Chapter 2

Efficient Teaching Reform Scheme of Aerobic Course

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Abstract To promote the teaching quality of aerobic curriculum for physical education majors in Chengdu Sport University and enhancing the role that aerobics plays in the training of Chinese physical education professionals. Based on the guiding ideology of modern Chinese higher education, adhering to the training program of Chinese physical education professionals, this paper refers to the teaching target of Chinese aerobic curriculum and begins with the present teaching situation of aerobic curriculum for physical education majors in Chengdu Sport University to look into existing problems in the university, with the help of such research methods as literature review, comparative analysis, interview, and logic analysis. Meanwhile, ways to the teaching reform of aerobic curriculum are pointed out.

Keywords China · Chengdu Sport University · Physical education major · Aerobic curriculum · Teaching status quo · Reform

2.1 Introduction

With the continuous improvement of aerobics theoretical system, the various demands of society to experts on aerobics, the contents on aerobics curriculum of Chinese physical education are changing. During this period, the teaching program undergo amends three times, which provide scientific evidence for the improvement and innovation of aerobic theoretical system and technological

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system [1]. Since 1990, it has been 20 years when physical education subject in Chengdu Sport University build aerobics curriculum, which is not well developed after his peak time. The author thinks that the most important fact is the attention degree of school and the rationality of setting-up of curriculum and the influence of teaching experience and ideas of teacher. This paper through analysis of teaching program of undergraduate aerobic curriculum in 2000 and 2008 in Chengdu Sport University, and the research and interview of the students major in aerobics in 1996 and 2000, finds the problem existing in reforming of aerobic curriculum in order to provide reference for the foundation of scientific contents of aerobics curriculum of physical education in Chengdu Sport University and in the same time to provide foundation to the build aerobics curriculum.

2.2 Object and Methods of Study

2.2.1 Object of Study

The object is students and teachers in grade 1996 and 2000 in aerobics and the present teaching situation of Chengdu Sport University.

2.2.2 Method of Study

Literature research method: The method of study this paper applied includes studying teaching schedule of Chengdu Sport University's education, the related materials of teaching leading principles and text in different versions during different time of Chengdu Sport University in physical education.

Method of comparative analysis: In the course of the study uses the method of comparative research, Chengdu Sport University since 1990 on physical education Aerobics Specialized Course in different periods of aerobics teaching content, course and students' special athletic level are compared between each period, analysis of teaching contents, and teaching hour's distribution effect.

Interviewing method: Mainly using telephone interviews and face-to-face interview, level 1996, level 2000 of the Chengdu Sport University, 2006 physical education of aerobics instructors and 32 graduate students on Aerobics Curriculum for training, technology transfer, such as improving the quality of the special effects for a visit, listen to their opinions and suggestions.

Logic analysis: Induction, deduction, by analogy, comprehensive thinking form, to the actual data and the existing literature to the logic analysis.

2.3 Present Situation of Teaching in Chengdu Sport University

2.3.1 *Inconsistencies Between Teaching Objectives and “Two Targets”*

“Two kinds of goal” is our country teaching guidelines of common higher education undergraduate professional school sports of all kinds of main course (hereinafter referred to as the “outline”) aerobic class target and Chengdu sports institute “sports education undergraduate teaching plan” (hereinafter referred to as the “plan”) aerobics course goal. In 2004, issued by the ministry of education, the outline of the aerobics in the overall goal of the course for positioning is to make the students master the basic theory of aerobic class knowledge, technology and skills, which has engaged in the school sports education and have had the calisthenics teaching and organize activities ability, and have used aerobics means and methods in guiding social sports activities in my ability. In 2008, Chengdu Sport University “plan” sets the goal for the sports education professional teaching: teaching content should be on the basis of professional course, expanding and deepening our interpretation of the basic theory of the sports knowledge, techniques and tactics, teaching method and physical training, psychological training, technology and tactical training method, and the movement of the competition rules, the referee method, etc. Teaching should strengthen training factors and to develop students’ teaching and training ability, competition organization ability and working ability [2]. Therefore, as a professional sport the aerobics should based on specialist courses also answer with “two targets” to develop the teaching work.

However, looking at Chengdu Sport University physical education specialty’s 2008 version of aerobics specialist teaching program, we found that the aerobics specialist courses teaching outline of turned into “gymnastics class specialist courses teaching outline, total class for 328 h”. This program of aerobics specialist course’s objective task are as follows: systematically learn and grasp the outline specified the gymnastics and aerobics basic theoretical knowledge and all kinds of basic technology, master will learn the basic technical movement; a large expansion form training, pedal gymnastics, calisthenics, Latin setting-up exercise, combat gymnastics, street dance, dance cheerleaders, jazz dance, and other social need fitness plate content. Graduate should master teaching content and reach the athletics gymnastics or an aerobics athlete level.

From this program, the author puts forward some questions: (1) Why do aerobics specialist courses become gymnastics class specialist courses, but don’t develop an aerobics specialist talent? (2) Why the program is a reflection of the teaching content key and not the competitive aerobics content? (3) Why is required for graduation in the possessive less gymnastics or calisthenics teaching content of the project and required students to pass competitive level 2 players and referees standards? (4) The Chengdu sports institute of physical education major specialist courses is the

purpose of training “professional” or “public” type talent? (5) With so little time of class, how to complete such a rich teaching content, and how to cultivate the students’ professional ability and competition level? (6) How the outline realizes the purpose of the task of the outline of the aerobics stipulated in the overall goal of the course and Chengdu Sport University in the plan of the professional sports education for the teaching of aerobics goals? Through these questions, obviously, the Chengdu Sport University calisthenics’ teaching goal could not answer these questions well. The author thinks, at present, the Chengdu Sport University calisthenics teaching goal and actual specialist courses “two targets” requirement is not consistent, even a few stray from the path.

2.3.2 The Deviation Between Teaching Content and the Training of “Multi-skill Practical Talents”

Through the four stages in Chengdu sports institute of 1990–2011 of aerobics specialist courses teaching content’s setting-up, we can see, in the exploring stage (1990–1995), Chengdu Sport University course syllabus provisions of aerobics specialist course’s teaching content is made according to the state physical culture the aerobics competition rules, promulgated in 1989, are the three major elements of teaching. One is to reflect the characteristics of aerobics exercise action; the second is with the provisions of the body quality, difficult movement, and the four types of difficulty movement of deformation (such as push-ups can deformation for fall cubits push-ups, single arm push-ups, push-ups push-up, high kick can change for Pian leg, cover leg); the third is made in the basis of rules of the single, double of creating routines. In strengthening the competitive level stage (1996–2000), Chengdu Sport University course syllabus provisions of aerobics specialist course teaching content around the aerobics exercise the ability, aerobics quality, aerobics difficulty movement. With reference to the international competition, the stage calisthenics rule in China will be difficulty movement by four types of increased to six types: A dynamic force, static strength, C B of jump (explosive), D kick (dynamic power), E balance, F flexibility. In the two hold combined with stage (2001–2007), Chengdu Sport University calisthenics teaching content specialist courses is mainly about the aerobics class player provisions action and national aerobics public training standards level provisions movement.

We can see the three stages in the 1990–2007 period, the Chengdu Sport University fitness course for the teaching of content creation is carried out around the aerobics, and the aerobics competitive level of students is higher in both competitions at all levels to achieve better results, while aerobics students can quickly achieve a good conversion of the special; and in the areas of work, it can reflect the higher level of expertise. At present, Chengdu Sport University Physical Education Teaching Aerobics mainly by competitive gymnastics (gymnastics two), Aerobics (three provisions sports action), fitness plate (step aerobics, fitness ball, hip-hop,

dance, friends exercise, jazz dance, kickboxing), experimental teaching aerobics (gymnastics) theory of the composition. In the teaching content as the aerobics content of teaching and training students, apparently there are two problems: First, functional disorder, which is such a diversity of teaching material as the main aerobics courses teaching content, it is difficult to truly play the main course features aerobics and effect; the second is it is not professional, and student aerobics' knowledge, technology and skills could not reach the requirements of specialist courses.

2.3.3 Stressed Class Reduce Teaching Quality and Student's Professional Level

Chengdu sports institute of physical education in the professional course constitution, aerobics, as a main teaching content, realize sports education professional talent training is the target and serviceable. Aerobics course belongs to basic sports education, putting aerobics sports education into the basis of professional course category is valuable. So far, gymnastics majors less and less, or even face fault cases; aerobics majors and still have a larger base. Through the survey of the Chengdu sports institute department heads, calisthenics teachers, graduated students, the conclusion is as follows: generally, we think that the aerobics to develop the students' comprehensive quality plays an important role in the sports education and is a good mean to realize the target of talent cultivation. So, in aerobics course teaching, we should put more effort in aerobics basic action and difficulty movement spends [3]. Through the Chengdu Sport University level 2008 aerobics major's interviews, we found that: students think that their own aerobics special level is not high, whether practice or finding a job has a certain difficulty and I hope later Chengdu Sport University aerobics specialist course can pay attention to students' special teaching training ability and sports level. This shows that teachers and students try to achieve aerobics sports talents training target.

The currently used the 2008 version of the gymnastics course teaching outline, calisthenics teaching is 328 h, but in aerobics course, it is only count 20 % of the athletics gymnastics, 20 % of competitive aerobics, 24 % of the plate, 25 % of the fitness of the comprehensive experimental teaching, 11 % of gymnastics and aerobics theory of teaching contents, in fact aerobics technology and theory teaching hours accounted for less than 30 %. Without a doubt, accounts for less than 30 % of the aerobics specialist courses of calisthenics teaching content to guarantee teachers have enough teaching time, it is hard to ensure that students master calisthenics teaching and training methods, organization and competition, etc. This is clearly an aerobics specialist in the teaching of a test because the aerobics is a high quality requirement on the skill, the sports, and specialist courses in order to develop the purpose and a higher level of the students (relatively). So, in the aerobics specialist course teaching process, it greatly reduces the teachers'

teaching quality and students' special level, and it will reduce the students' professional level so as to restrict the Chengdu Sport University calisthenics teaching and training and sports level.

2.3.4 “The Goal is Differ,” “Content Deviation” and “Class Extrusion” Led to the Impotency of the Teaching Effect

The author investigated the Chengdu sports institute of 1996 grade, 2000 grade, 2006 grade aerobics majors and aerobics instructor of the investigation found that the calisthenics teachers think through the aerobics teaching training the overall development of the quality of the students, and the training of the students' organization, coordination, team, management ability development also has a certain effect. Students think through the aerobics studio, to be able to develop the sensitivity of the body, coordination and flexibility, strength quality, so for professional skills of the formation and project migration has good effect. In summary, the calisthenics teaching training to develop the students' comprehensive quality has a strong effect. But for a variety of reasons, this effect is not significant, and relatively single [4].

As stated above, the problem is the teaching goal and two targets are not consistent in professional sports aerobics specialist courses. And teaching contents deviates training phase, which reduces the class extrusion teaching quality and students' professional level. These problems are directly affect the aerobics specialist course teaching effect, and the teaching effect on the quality of the final reflect students, the students' professional knowledge, technology and skills, the most important students' teaching ability, training organization ability and competition ability, special sports level, and the competitive level in each big game only can be better reflected, teaching effect is also a way to show one of the important factors. However, is Chengdu sports institute of physical education major aerobics specialist course talent exactly a kind of effective?

In order to find out its reality effect in the Chengdu sports institute of aerobics specialist courses on talent's cultivation, the author finds statistics between 1991 and 2010 Chengdu Sport University aerobics majors match result, which can show from 1991 to 2010 and between the Chengdu Sport University aerobics majors in all competitions of the achievements and the performance of the work after obtaining, gone from a “winner” to “failure” of the process. More important, the competitive level at present is lower, so that the students are lack of aerobics specialist course learning enthusiasm and initiative and the students' competitive level is not high, the teaching and the training work ability, competition organization and the referee work ability are not strong.

2.4 Aerobics Specialist Teaching Reform Proposals of Chengdu Sports Institute

2.4.1 Reconstruction Teaching Task for the Realization of Aerobics Specialist Courses Target Support Form

With the aerobics course teaching, we can develop the students' professional skills to the formation of the body of closely related quality (strength, flexibility, sensitivity and coordination ability quality, etc.), teaching training ability and special competitive level. So, in aerobics teaching actual process, we should give full play to the function of the aerobics, focus on developing students' special quality and through the classroom teaching way targeted the cultivation of the students' teaching ability training, and to work out a urged teachers' and students' active completion of task of teaching evaluation system, including specific assessment content, method, standard, aerobics specialist courses for the realization of the target formation support.

2.4.2 Ramming the Teaching Content, Reaching Teaching Means and to Improve the Students' Professional Technology Level

The "three basic level" outstanding calisthenics teaching contents are the aerobics basic skills, basic quality, the basic difficulty of teaching. Basic technology including basic attitude, gymnastics the unit, is to realize the transition of space action change connection movements of training. Basic quality is strengthening quality, flexibility quality. Through the new teaching content and teaching means, we could cultivate the students' professional quality and ability and improve the students' professional technology level. Therefore, we should consider the course teaching goal of aerobics specialist, and improve sports education cultivation plan for development of students. And we should choose the quality and ability of effective content and the means of aerobics specialized.

2.4.3 "Teach" Combination Provides Chengdu Sport University Aerobics Course with Construction and Development Provided Protection

Following the idea that we should enhance the students' teaching and training, the referee's ability and special sports level, we should enhance the specialist courses teaching to promote the competitive level race format to improve the teaching quality. Because the strategy work principle and actively will speed up the mass

calisthenics, competitive calisthenics teaching competition and competitive game activities, so as to promote public coordination and sustainable development.

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Proceedings of the International Conference on
Information Engineering and Applications (IEA) 2012

Volume 1

Zhong, Z. (Ed.)

2013, XXV, 910 p., Hardcover

ISBN: 978-1-4471-4855-5