

Investigation and Analysis on Teaching Mode of Aerobics in Vocational and Technical Colleges

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Abstract

To investigate the teaching mode of aerobics in five vocational and technical colleges in Chongqing using literature review and survey methods. By means of analyzing the teaching design from five vocational and technical colleges, the authors try to understand the characteristics of common teaching mode in vocational and technical colleges in Chongqing. Based on the teaching goal of physical education and training objective and requirement on aerobics in vocational and technical colleges, according to modern education thinking and teaching idea, to renew the the education concept and explore new teaching mode on aerobics teaching.

Keywords

Aerobics, Teaching mode, Investigation and analysis, Vocational and technical college.

1. Introduction

Aerobics is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the goal of improving all elements of fitness (flexibility, muscular strength, and cardiovascular fitness). It is usually performed to music and may be practiced in a group setting led by an instructor (fitness professional), although it can be done solo and without musical accompaniment. With the goal of preventing illness and promoting physical fitness, practitioners perform various routines comprising a number of different dance-like exercises. As a emerging sport, aerobics has the characteristics of wide adaptability, strong rhythm, highly artistic, and is one of the popular sports in physical education in higher schools.

Teaching modes of physical education contains specific sports teaching ideas, the teaching objectives for a particular sport to achieve outstanding teaching structure and its specific functions with fit teaching system in a particular environment. It is expressed in a simplified form of ideological theory and teaching organization strategy associated with sports theory and teaching practice. Some of these teaching modes under the guidance of some theoretical hypotheses which come from rich teaching practice theoretical. In physical education practice, based on different teaching ideas or theories of teaching, the formation of different types of teaching modes have been introduced as well. In recent years, with the rapid development of science and technology needs for talent in the field of education, there are many new teaching ideas and theories, and thus the emergence of many new teaching model. The teaching modes of physical education have the same progression.

In the literature of aerobics teaching mode, there are some researchers performed a few researches in some fields. For example, Raiola analyzed the performance of the athletes on aerobic gymnastic and tried to make an improvement of the technique of the athlete and the teaching of the coach in aerobics.[1] Yi Zhe-yun explored the aerobics teaching mode guided by Dole's 4R theory.[2] Ma Guofeng and Liang Xiaojun explored the demonstration and construction of interactive information feedback teaching model in college aerobics classes.[3] Chen Yao and Men Yongsheng have performed study on aerobics teaching influence on college students' physical self-concept.[4] Wei Gao analyzed the teaching objectives of female aerobics and explored the teaching efficiency of additive cyclic method teaching mode. [5] Shen Zhi-ping discussed the feasibility of applying micro-teaching into aerobics teaching and training.,[6] Zhang Menghong believed that the evaluation method of aerobics teaching will be centered on training the ability of students to

adopt teaching as a profession in accordance to social demands for physical education major students.[7] Xiang Qun et al. discussed the outcome of the body language studies in universities and colleges aerobics teaching in China, and revealed that the body language was a constructive behavior and that the effective use of body language in aerobics teaching was conducive to creating positive mood experience of students.[8] Koutedakis et al. assessed the effects of a 12-week aerobic and muscular strength training program on selected dance performance and fitness-related parameters in modern dance students.[9] Zhang Xiao-ying discussed a research on the teaching evaluation system in aerobic public course of sports academies.[10] Wang jia-li presented a study which establishes a multi-evaluation system in aerobics teaching. It utilizes the methods of questionnaire, literature, analysis and comparison, and combination of multi-intelligent theory, and analyzed the teaching evaluation of aerobics in China.[11] Li Yu-lin et al. presented the study character of college aerobics teaching and the aesthetic characteristics in aerobics and proposed that aerobics education should involve aesthetics principle instructions and should be integrated in teaching objectives, course content, teaching method and teaching environment.[12] He Qiuju focused on a research that aimed to have a validity check on the teaching mode in aerobic that advanced the health of college students.[13] Zhou Jian-she and Fang Qi analyzed the supermarket model of content system of aerobics teaching in Chinese universities and discussed the characteristics of the supermarket model and identify the factors that led to its development.[14]

In this paper, the authors investigated the status quo of aerobics teaching in five vocational and technology colleges in Chongqing and collect the lesson plans of the aerobics teaching to analyze the characteristics of aerobics teaching in vocational and technology colleges The purpose of the present study was to construct a appropriate teaching mode which fit the characteristics of vocational and technology colleges, and also propose some benefit suggestion for relevant departments.

2. Subjects and methods

2.1 Subjects

The aerobics teaching modes in Chongqing Vocational institute of Engineering, Chongqing College of Electronic Engineering, Chongqing Water Resources and Electric Engineering College, Chongqing Jianzhu College, and Chongqing Aerospace Polytechnic , these five vocational and technical colleges were taken as subjects in this study.

2.2 Methods

2.2.1 Literature review method

Review more than 100 papers on teaching mode and look up a wide of books on teaching mode, set up the theory based on the research goal. 15 lesson plans from 5 vocational and technical colleges were collected.

2.2.2 Questionnaire survey method

320 questionnaires were delivered to the students and teachers of vocational and technology colleges in Chongqing. 310 responses were received, of which 305 were valid.

2.2.3 Data processing

In this study, SPSS for Windows 16.0 was used for data processing and analysis.

3. Result and Analysis

The traditional aerobics teaching mode of vocational technical institutes in Chongqing were analyzed according to the internal structure and characteristics of teaching mode, which is significant for improving original teaching mode and establishing a new teaching mode. To fully understand the current situation of aerobics teaching mode of vocational technical institutes in Chongqing, questionnaires are distributed to PE teachers and students of 5 vocational technical institutes and 15 copies of representative class plans of aerobics course are collected, which provide vast factual materials for this study.

3.1 Main aerobics Teaching Mode Shown by class plans of PE Teachers

3.1.1 Source of class plan and title structure

To further understand the basic situation of aerobics teaching mode of colleges in Chongqing, the authors randomly sampled aerobics teachers of vocational technical institutes in Chongqing. The current situation of aerobics teaching mode of vocational technical institutes in Chongqing is obtained through analyzing aerobics class plans collected from 5 vocational technical institutes in Chongqing. 15 class plans are respectively from aerobics teachers of each vocational technical institute in Chongqing, including 8 associate professors, 5 lecturers and 2 teaching assistants professors, and the title structure of teachers providing the class plan was complete and representative at some degree.

3.1.2 Students' skill and physical quality improvement are confirmed as main aerobics teaching tasks in class plans

From 15 aerobics class plans, it can be seen that most teachers focus on students' skill mastering and physical quality improvement, and few teachers focus on ability training. 14 class plans require that "students shall master the skills", and a part of these class plans propose to improve the students' physical quality; only 1 plan puts forward to train students' comprehensive quality and ability.

3.1.3 The aerobics course is mainly organized in the way of teacher teaching skills

From the analysis of 15 class plans, we find that the aerobics courses of colleges in Chongqing are organized in a single way, 80% of colleges provide the course in a way of organizing the course completely by the teacher, and only 20% of colleges provide the course in a way of students practicing in the starting and preparation parts and teacher organizing the remaining part. In addition to this, there is no other organization type.

3.2 Single arrangement of aerobics teaching structure

Through analyzing 15 collected class plans, we find that contents with occurrence rate of 65% and above include "classroom rules", "basic step practice and game", "warm ups", "interpretation and demonstration", "student practice", "intermediate interpretation", "feedback and correction", "relaxation" and "brief summary" according to contents of "starting part", "preparation part", "basic part" and "ending part" in these plans and rate statistics.

The basic situations of aerobics teaching mode of colleges in Chongqing can be seen from above, the main teaching task is to teach skills, and the teaching structure is simple, which is proved to be an effective mode in the long-term aerobics teaching practice, and plays a positive role in training students' "basic knowledge, basic skill and basic method" and making students mastering knowledge and skill systematically in a short time. However, existing traditional teaching mode cannot meet the development requirements; to promote the deepening of teaching reform, various scientific teaching modes shall be created; and in order to promote the rapid improvement of teaching quality, not only the synchronous development, but also the advance development are required. As for objective, the traditional teaching mode emphasizes on the formation of sports skills, for example, it pays more attention to demonstration than interpretation, to interpretation than questioning, and to teaching than active exploration; it can be seen that such teaching mode is designed according to the formation of sports skills, skilled rules and sports load rules; and as for teaching efficiency, such teaching mode emphasizes on "practice", "gasping" and teacher management, but ignores "thinking", "understanding" and active learning of students. A small part of class plans require students to try to create movements in the starting and ending parts, which shows that some teachers have realized the importance of student ability training; but it is far from being enough to use little time for training students' ability.

3.3 Simple aerobics teaching mode reflected by questionnaires to college teachers and students

Higher education is transferring to discussing and discovering teaching from transitivity teaching, which helps to overcome the disadvantages of traditional education and form a theoretical knowledge system of college physical education mainly focusing on meeting future demands of students. Current situation of aerobics teaching of colleges in Chongqing is not optimistic, and the teaching mode,

which takes the conditioned reflex as theoretical basis and focuses on the skill learning and formation, still dominates in the aerobics teaching practice. Such teaching mode is featured by strict three-part structure, fixed form, more serious and less lively teaching environment, and difficult to fully stimulate students' learning interest and motivation. The selected and used teaching mode cannot fully complete the general objective of aerobics teaching. It can be seen from the analysis of problems reflected by questionnaires to college teachers and students that the aerobics teaching mode of vocational technical institutes in Chongqing refers to the "skill teaching mode", which centers on the "teacher", "teaching material" and "classroom teaching". During the whole teaching process, teachers interpret, demonstrate and correct mistakes, and students receive passively; that teachers lecture through the whole class is reflected from the teaching contents to methods at different degrees, and students are lack of "creative thinking" to the teaching materials and methods. The whole teaching process is lack of exploratory subject and such links as questions and answers, group discussion and learning validation, which bounds students' learning motivation and initiative to a great extent. In the teaching practice, the "practice" rule and "teaching" restrict the "learning" rule and initiative. In fact, such teaching mode does not have any problem and is an effective PE teaching mode, which has been proved and verified in the aerobics teaching practice; the problem is that the teaching mode is treated as generally effective and unique teaching mode in the PE teaching practice, thus to make the teaching mode single and the aerobics teaching course monotonous. This statue goes against the sound development of students' personality and psychological quality, and the training of students' abilities of independent thinking, creativity and independent learning.

With the reform of aerobics teaching, teachers often use some flexible teaching modes to stimulate students' learning interests and exercise their cardio-pulmonary function, such as "reiterative" and "rolling" teaching method. These methods make students follow the teacher and help to stimulate students' learning interests and improve their cardio-pulmonary function. Although different to original teaching method, these methods still center on the teacher during the teaching process, which goes against the development of students' initiatives and training of their abilities of independent thinking, creativity and independent learning. Some teachers ask students to create movements in the starting and ending parts, or ask some students to lead the others to practice, which plays a role in training students' creating ability and developing their initiative. The feasibilities of these two methods are fully reflected in the long-term aerobics teaching practice, but it requires a long time to develop teaching methods to complete teaching mode. The aerobics teaching shall emphasize the diversified teaching mode; the teaching mode focusing on behavioral control shall be used in order to develop students' sports skills; and the teaching mode with emotional freedom shall be adopted in order to develop students' personality. Meanwhile, the teaching evaluation standard shall be diversified correspondingly while promoting the diversification of teaching mode; all teaching activities shall not be evaluated by the same standard, which is not scientific, especially the teaching activities with different conditions, objectives and objects must not be evaluated by the only correct standard.

Today, vocational technical institutes target to train high-quality talents, therefore the aerobics teaching shall meet the requirement of training comprehensive "talents"; we shall improve students' abilities of self-learning, creating, organization and management, and implement such thought into the whole teaching line. The aerobics teaching mode, which meets the talent training requirement and is applicable to different teaching stages shall be reconstructed aiming at aerobics teaching practices of vocational technical institutes in Chongqing, based on inheriting, improving, supplementing and perfecting existing aerobics teaching mode, and according to principles and requirements of mode construction, thus to complement the strengths of new and old modes and make the college aerobics teaching achieving the training objectives and requirements of quality-oriented education.

4. Conclusions

In the aerobics teaching of vocational technical institutes, simple teaching mode cannot achieve the new training objectives and requirements; and the teaching mode will be developed in a diversified

way according to modern teaching theory. Several teaching modes are coexisted in the practice, and each mode has advantages and characteristics; therefore, the teaching mode must be selected and used according to tasks and objectives of the course, thus to make full use of its functions and advantages and finally achieve the general teaching objective.

The training for individual and comprehensive abilities of students is a long-term process and requires the teachers to have strong professional knowledge. The aerobics teachers shall firstly strengthen the knowledge learning, and renew and learn new knowledge to create a more effective teaching mode.

The creation of new teaching mode is endless while deepening the modern PE teaching reform. In future teaching practice, general physical educators shall persistently explore to create more effective teaching mode according to requirements of continuous development and educational objectives of contemporary society, thus to make the teaching mode more systematic and scientific.

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