

Research on Flipped Classroom in Aerobics Teaching

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Abstract

Although aerobics courses are favored by students, the effects of aerobics teaching are not satisfactory due to incomplete supporting facilities and limited classroom time. Therefore, the flipped classroom is introduced into the aerobics teaching, and the teaching short video is used to assist the aerobics classroom teaching to achieve the purpose of enhancing the teaching effect. Flipped classroom makes the students' study time more flexible, and the students' study initiative is stronger. There are two main advantages of flipped classroom in aerobics teaching: flipped classroom can optimize the teaching modes of aerobics; the effect of aerobics teaching is more prominent. Flipped classroom has played a very active role in the teaching of basic aerobics movements, theoretical knowledge teaching, combined exercises and complete set of movements, and it can really improve the effect of aerobics teaching.

Keywords

Aerobics; Teaching; Flipped Classroom.

1. Introduction

At present, there are still many problems in the aerobics courses in schools, the students' mastery of aerobics is superficial, the body movements are not in place, and the teaching effect is not good. Practice shows that with the help of the network teaching platform and the flipped classroom teaching mode, students can deepen their understanding of aerobics, master the matters needing attention and movement standards of aerobics, realize the interaction between teachers and students, and greatly improve the actual teaching effect of aerobics.

2. The Concept and Characteristics of Flipped Classroom

2.1. The Concept of Flipped Classroom

The emergence of flipped classroom provides new ideas for the teaching of subjects, and college aerobics courses are no exception. In aerobics courses, the introduction of the concept of flipped classroom can further strengthen the teaching effect. Whether it is supporting flipped learning or adopting blended learning, students' learning ability can be consolidated and enhanced. Under the guidance of this new learning model, practice teaching will become smoother and the effect will be more significant. This kind of teaching model has been developed in the Internet environment, accumulating experience continuously, and gradually completing the penetration into the field of physical education.

The implementation of the flipped classroom is mainly to use short videos to assist teaching in order to achieve the purpose of enhancing the teaching effect. Teachers should have the corresponding abilities, such as completing video recording and editing independently, combining the characteristics of students, and continuously enriching the teaching form and content. Before class, students can get a preliminary understanding of the teaching content by watching teaching videos. In the subsequent actual teaching stage, flipped classroom is conducive to deepen the understanding and memory of the teaching contents. In addition, short

teaching videos can also help students complete the review after class, which is of great benefit to the review of knowledge.

2.2. The Characteristics of Flipped Classroom

The biggest highlight of flipped classroom is that it breaks the inherent and relatively closed teaching mode, makes teaching methods more diversified, completes the change of teaching focus, and makes students more active in learning. In actual teaching, in order to give full play to the greatest advantages and effects of flipped classrooms, teacher need to combine the real teaching situation, identify students' interest points, emphasize students' active learning, highlight their main body status, use teaching videos as an important teaching aid, and improve the quality of teaching. In the flipped classroom, the transformation of the teacher's identity can be clearly seen-from a traditional lecturer to a guide and organizer of learning activities. Students' personal learning intentions are respected and satisfied, they no longer passively accept teaching contents, but have more autonomous choices, and students become explorers of knowledge. Practice has shown that the emergence of flipped classrooms has improved teaching effect and interest, and students have a higher acceptance. In the form of teaching, teaching videos are the main and important learning resources, students need to deeply explore the value and meaning behind the videos, make full use and integration of teaching resources, and make comprehensive use to ensure the improvement of their own abilities.

From the perspective of teaching content, the micro-class features of teaching videos are obvious, that is, short and concise, it is a compression of teaching content and belongs to the focus and essence of teaching. In actual teaching, if the teachers want to produce high-quality teaching videos to ensure the teaching effect, he must start from the teaching contents, accurately extract the key points of teaching, sort out all difficult or skill points, and explain and demonstrate on this basis. In addition, the length of the video should be just right. Reasonable flipped class time can improve students' attention and integrate students' fragmented time to complete systematic learning. With the help of the Internet teaching platform, students can scientifically arrange their learning time based on their own situation. Considering that videos can play a teaching role anytime and anywhere, shortening the teaching time, teachers can devote more time to helping students correct errors, which can make teaching more targeted and improve the teaching effect significantly.

3. The Advantages of Flipped Classroom in Aerobics Teaching

3.1. Flipped Classroom can Optimize the Teaching Modes of Aerobics

At present, under the support of information technology, college aerobics courses can run more freely, teaching objectives are clearer, and the evaluation system has also made considerable progress. The implementation of modern teaching reform has pointed out a new direction for aerobics teaching. The full and reasonable use of multimedia information technology in the field of aerobics teaching not only supplements teaching resources, but also extends the traditional teaching modes. With the continuous deepening of modern teaching concepts, micro-classes and flipped classrooms have appeared one after another, teaching and various information technologies have been deeply integrated, and the teaching results have been very significant. Flipped classroom is highly scientific and creative, belongs to advanced teaching mode, and its application effect is very significant.

The application of information teaching methods and models in actual teaching can enhance teachers' personal teaching ability, improve the teaching environment, make up for the shortcomings of traditional teaching, and achieve the good teaching effect. Moreover, students' learning time has been expanded, and the learning space has become broader, they are no longer confined to the classroom, learning tasks are mainly concentrated before class and most

of them are completed by the students themselves. On the basis of this teaching model of flipped classroom, the teaching effect is more ideal, the students' skills are significantly improved, and the internalization and transfer of knowledge is relatively smooth. In the learning stage, the teaching objectives of teacher-student interaction are clearer, the focus is more prominent, and the communication is more efficient, and it is conducive to improve the students' learning effect.

3.2. The Teaching Effect of Aerobics is More Prominent

The skill movements of aerobics are relatively professional, and each movement has clear skill requirements. It is not a simple matter to master professional aerobics movements, it needs to be consolidated and strengthened in many ways, and only in this way can the scientific and standardized aerobics skill movements be ensured. Combining with the status quo of aerobics teaching, it can be found that there is a certain degree of compatibility between aerobics teaching and flipped classroom. The application of flipped classroom teaching mode can greatly improve the teaching level of aerobics and make flipped classroom and aerobics skill movements compatible.

At the beginning stage, teachers should prepare demonstration materials, reasonably use teaching videos or other teaching resources, assist students in completing pre-class preparations, break the limitations of the classroom, realize the infinite extension of space and time, and make students grasp the main points of the skill movements of aerobics. On this basis, in the subsequent actual teaching, students will be more receptive and easier to remember skill movements, ensure the rigor and standardization of aerobics teaching. In the deepening stage of teaching, teachers should highlight the key points of teaching, combine the real situation of students, and rationally use online and offline time to explain and correct students' wrong skill movements. Flipped classroom can make correction time more abundant, it helps students correctly understand and master the skill movements of aerobics, and deepen the communication between teachers and students, and realize the scientific teaching of skill movements.

4. The Specific Applications of Flipped Classroom in Aerobics Teaching

4.1. Basic Movement Teaching

In actual aerobics teaching, basic movements are the core teaching contents, they are the fundamental prerequisite for mastering all the movements of aerobics, and the key link in aerobics teaching, which should not be ignored. There are many kinds of basic movements in aerobics, such as parallel palms, open palms, flower palms and so on. In addition, there are Spanish flower palms as well as fists and swords. In traditional teaching, in order to make students to master these movements, the teacher will focus on the demonstration and explanation of the skill movements, there is less practice time for students and the practicality of classroom teaching is not strong.

At the beginning, students may still be able to remember the essentials of the action, but because the actual practice time is too short, they only passively accept the teacher's teaching, and when they actually practice, they often forget some of the skill requirements, resulting in irregular movements. Most students are unable to grasp the essentials and skills quickly and proficiently, resulting in the gap between the teaching effect and the expected goal. The application of the flipped classroom can greatly improve aerobics teaching ability and ensure that students have a systematic and comprehensive understanding of the skill movements of aerobics in a relatively short period of time. Students can use the time before class to watch the video course, familiarize themselves with the essentials of movements, and complete the exercises of related movements. Teachers can use the teaching platform to count the difficulties encountered by students in their independent exercises, optimize the teaching plan, and

provide targeted explanations of important and difficult points in the classroom, help students deepen their memory and make students firmly grasp the basic movements.

4.2. Theoretical Knowledge Teaching

Although the performance of aerobics is relatively strong and practical, the teaching of theoretical knowledge cannot be ignored. Only by mastering the relevant theoretical knowledge of aerobics can we further standardize the skill movements and make students to truly master the core contents of aerobics. In the theoretical teaching stage, teachers can also use flipped classrooms to complete the teaching and improve the effect of aerobics teaching. In actual teaching, aerobics theory teaching involves a lot of contents, which are usually trivial and boring; therefore, classroom theory teaching is not very effective. In many schools, aerobics mostly exists in the form of elective courses. Before choosing this course, many students knew little about aerobics and did not have a deep understanding of the aerobics course; therefore, they would encounter many practical problems in actual teaching. By introducing the flipped classroom, students can have a preliminary understanding of the relevant contents of the course before they formally learn aerobics, master the essentials and theoretical knowledge of the skill movements of aerobics in advance, and lay a foundation for the aerobics learning. In addition, the application of related video technology can vividly display boring theoretical knowledge to students, arouse students' learning enthusiasm to the greatest extent, help students understand the related theories of aerobics and more classroom practice time, and Improve students' understanding of this course in all aspects. Moreover, flipped classroom can effectively reduce the teaching pressure of teachers, so that they can devote more time and energy to the optimization of teaching design.

The aerobics teaching supported by the flipped classroom is more effective. In order to ensure the actual teaching effect of the flipped classroom, teachers should scientifically produce teaching videos, reasonably arrange the teaching contents, supplemented by group teaching and other means, help students quickly integrate into the teaching atmosphere and prescribed situations; in the independent learning stage, the comprehensive ability of students can obtain unprecedented training, group teaching can also cultivate students' sense of team innovation, students can complete self-study evaluation on the teaching platform; in face-to-face classrooms, teachers can also use a variety of teaching methods flexibly according to the actual situation, by setting individual students shows or group competitions, consolidate and improve students' movement skills, and strengthen the effect of aerobics teaching; in the online and offline interactive communication between teachers and students, the in-depth integration of theoretical knowledge and practical skills can be realized.

4.3. Combined Exercises and Complete Set of Movement Teaching

According to the traditional teaching model, the core of aerobics teaching mainly focuses on the demonstration and explanation of the movements. However, due to the high technical requirements of aerobics and the limited time of face-to-face classroom teaching, the teacher can only concentrate on explaining the key contents, and cannot take into account the acceptance of the individual students. Therefore, there are often large differences in the learning progress of students, leading to poor teaching effects. In view of this, the above problems can be solved by flipped classroom and breaking down the key and difficult actions. Students watch and imitate the actions in the video repeatedly based on their own needs, they can more fully analyze and understand the movements through slow playback and review, to find the difference from the standard actions and make their aerobics movements more standardized.

However, in the implementation stage of the flipped classroom, if the teachers want to achieve the expected aerobics teaching goals, they need to consider the following aspects: first, make a teaching plan; this is the preparatory work for teaching and the key to improving teaching

quality, when teachers use the teaching mode of flipped classrooms, the quality of teaching videos is very important. Before recording the video, it is necessary to make the teaching objectives clear, make a good teaching plan, combine the actual situation and the physical fitness of the students, arrange the teaching tasks scientifically and reasonably, formulate the teaching contents of each class, pay attention to the decomposition of actions, and emphasize the combined exercises, make students really master the essentials of aerobics. For the complete set of exercises, teachers should improve the level of video recording, and the aerobics movements should be clear and standardized during recording. In addition, when teaching face-to-face, the teachers should pay attention to in-depth communication with students, this can understand students' learning difficulties, carry out targeted instruction, continuously summarize teaching experience, improve teaching videos, effectively play the role of flipped classrooms, and increase students' interest. After the production of the video is completed, it should be published on the relevant teaching platform to realize the sharing of teaching resources, so that more students can intuitively and clearly understand the contents of the class, master the skills of aerobics, and comprehensively improve the quality of aerobics teaching.

In addition, schools should pay attention to the training of high-quality aerobics teachers, flipped classroom teaching needs to be supported by the excellent team of teachers, teachers should master certain network teaching technologies, continue to enrich relevant knowledge reserves, proficiently use various teaching methods to complete teaching tasks with high quality. In the face-to-face teaching stage, teachers should play a guiding and supervising role, urge every student to complete movement exercises well.

5. Conclusion

In summary, the application of flipped classrooms in aerobics teaching has become a mainstream trend, and the effect is very significant. At present, as a representative product and teaching means in the new era, the flipped classroom plays a prominent role in improving the quality of aerobics teaching. The emergence and rapid popularization of the flipped classroom has pointed out a new direction for aerobics teaching, it is a breakthrough and innovation to the traditional teaching model, it can stimulate students' enthusiasm for learning aerobics, help students master the correct training exercise methods, and better promote the teaching effect of aerobics.

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