

Research on Innovative Education of Aerobics Teaching in Higher Vocational Physical Education

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Abstract: Innovative education is a new teaching mode under the new curriculum reform. It requires teachers to actively innovate the original teaching concept and teaching mode, with the help of innovative teaching methods to stimulate students' learning interest. Innovation education helps to stimulate students' innovative consciousness and promote the balanced development of students' capabilities in all respects. Aerobics is an important teaching content in higher vocational physical education. In the context of the continuous development of the new curriculum reform, aerobics teaching in higher vocational physical education needs teachers to uphold the innovative teaching concept, with the help of innovative teaching mode to further improve the effectiveness of aerobics teaching.

1. Introduction

Higher vocational colleges are very important in China's education system. Higher vocational colleges mainly cultivate a group of excellent skilled professionals for the society. Aerobics teaching is a very important part in higher vocational physical education. In the context of the continuous development of the new curriculum reform, aerobics teachers need to uphold the concept of innovative education, fully implement the innovative education mode in aerobics teaching, and cultivate more compound applied talents for China's social development.

2. Analysis on the Concept of Innovative Education

The innovative education teaching mode is obviously different from the traditional teaching mode. Taking students as the teaching subject, it can stimulate students' learning autonomy and enthusiasm, and improve teaching efficiency and teaching quality. In aerobics teaching of higher vocational colleges, teachers need to play their own role as guides under the innovative education mode, and adopt innovative teaching methods to continuously cultivate students' innovative ability and cooperative consciousness. This innovative teaching mode makes students find their own value and realize self-affirmation, which significantly enhances students' confidence in Aerobics learning and is of great significance to improve students' learning efficiency.

3. Analysis on Existing Problems in Aerobics Teaching in Higher Vocational Physical Education

3.1 Lack of Diversity in Teaching Content

At present, too single teaching content commonly exists in aerobics teaching in higher vocational colleges. In aerobics teaching, most teachers choose to teach a complete set of aerobics to students and let them concentrate on practice. The assessment standard only requires students to complete the whole set of aerobics smoothly. In this teaching mode, teachers does not add physique and art training, leading to the lack of diversity in teaching content, and thus lower students' learning interest. It is difficult to improve the quality of teaching.

3.2 Inadequate Teaching Infrastructure

Aerobics teaching needs special teaching environment. At present, China's higher vocational colleges are limited by their own conditions, and there is no special teaching environment for aerobics teaching, even some colleges still have no aerobics teachers. Aerobics teaching props, clothing and equipment also remain to be improved. Inadequate teaching infrastructure makes it difficult to arouse students' learning interest.

3.3 Backward Teaching Mode of Aerobics

The backward teaching mode is adopted in aerobics teaching in higher vocational colleges. Under the traditional teaching mode, the teacher first demonstrates the action to the students, then explains and demonstrates the decomposition movements to the students, and finally lets them concentrate on the practice. Under this single teaching mode, students can only passively accept teachers' explanation and demonstration, and mechanically imitate the action. The teaching mode does not take students as the teaching subject, and it is difficult to arouse students' interest in aerobics learning, which leads to the low efficiency of teaching.

3.4 Non-Effective Implementation of Innovation Education in Aerobics Teaching

At present, our country is in the period of continuous educational reform when various colleges pay more attention to innovative teaching and the cultivation of students' innovative consciousness. However, in higher vocational physical education, competitive sports are still regarded as the focus of teaching, which leads to the ignorance of aerobics teaching. At present, the "one-size-fits-all" teaching mode is widely adopted in aerobics teaching of most higher vocational colleges in China. Under the teaching mode of "explanation-overall demonstration-decomposition demonstration-practice", the whole teaching process lacks flexibility, and the teachers and students lack effective communication under the rigid teaching mode, which is difficult to make students correctly understand aerobics learning and affect the effective implementation of innovative education.

3.5 Lack of Innovation in the Evaluation Method of Aerobics Teaching

It is a common problem that there is no innovation in the evaluation method of aerobics teaching in higher vocational colleges. The scientific and effective teaching method is helpful for students to deepen their understanding of aerobics knowledge and find their deficiency. At present, the evaluation method of aerobics teaching has obvious formal features and students lack substantive understanding of aerobics knowledge, which is difficult to give full play to the original teaching effect [2].

4. Ways to Carry out Innovative Education in Aerobics Teaching in Higher Vocational Physical Education

4.1 Implement Demonstration Teaching Method

Demonstration teaching method is often used in aerobics teaching of higher vocational colleges, and it is innovative. There are many problems in the demonstration teaching method of aerobics teaching in higher vocational colleges, such as single demonstration action, incomplete action and lack of vividness. Therefore, it is difficult to achieve the expected effect of demonstration teaching. Under the background of innovative education, aerobics teachers in higher vocational colleges need to ensure the vividness of the demonstration action, and show the action more intuitively in front of students, so that the students can form the objective perception of the demonstration action. When carrying out aerobics demonstration teaching, teachers can show one certain movement from multiple angles, such as mirror, back, front and side, and select the best demonstration type according to the actual acceptance of students, so as to ensure that students can observe the standard demonstration action from different directions.

4.2 Implement the Teaching Method of Basic Skills

The teaching method of basic skills is most commonly used in aerobics teaching of higher vocational colleges. It can lay a solid foundation for students to learn each set of aerobics movements in the future. Therefore, under the background of innovative education, teachers should pay attention to the teaching method of basic skills in aerobics teaching of higher vocational colleges, and take the basic skills as the focus of aerobics teaching. On the basis of mastering single movement, students should strengthen the practice of basic skills of aerobics and lay a foundation for the study of complete set of aerobics movements in the future.

4.3 Implement Cooperative Teaching Method

Cooperative teaching method, as one of the innovative education methods in aerobics teaching of higher vocational colleges, can significantly improve aerobics teaching. When carrying out teaching tasks, teachers in higher vocational colleges can adopt cooperative teaching method. In classroom teaching, teachers need to divide students into different groups, with two or three people in each group. After that, teachers will demonstrate the aerobics movements to students, and then let them practice in groups, and the group leader will feed back the results of the group exercise to the teacher. Under the cooperative teaching method, teachers need to assign the actual teaching content to each student in the group, and carry out the evaluation of the effect of practice in groups and the evaluation between groups. Students in the group can also take turns to play the role of leader, so that each student can transform responsibilities. Under the cooperative teaching method, every student can participate in aerobics practice, which can enhance the students' cooperation consciousness, and is of great significance to strengthen the students' confidence in aerobics practice [3].

4.4 Implement Multimedia Teaching Method

Multimedia teaching, as one of the innovative teaching methods in aerobics teaching of higher vocational colleges, has good application effect. The effective integration of multimedia technology into aerobics teaching can make the original aerobics teaching resources more abundant. Teachers can collect and download more aerobics teaching materials suitable for students on the internet, and make use of the stereo equipment, which obviously mobilizes the enthusiasm of students to learn and attracts students' attention. The multimedia teaching method in aerobics teaching of higher vocational colleges can make the boring classroom lively and interesting. Students can make their own actions more standard in the process of watching aerobics videos, and find their own weakness in accordance with the teaching videos, so as to correct the weakness in time [4-5].

4.5 Implement Language Teaching Method

Aerobics teaching in higher vocational colleges is inseparable from teachers' linguistic description. Therefore, language teaching method is one of the effective ways of aerobics innovative education. As one of the indispensable teaching methods of aerobics in higher vocational colleges, language teaching can be divided into oral language teaching method and non-verbal language teaching method. In aerobics teaching, teachers need to combine the actual teaching action of aerobics to reasonably control the speed of language. Teachers should set aside time for students before each lingual cue to ensure that each aerobics movement of students can be flexibly linked together. The main contents of oral language teaching in aerobics include aerobics action, key points, direction and incentive language. Teachers can choose some obvious lingual cues to ensure the consistency between the cues and aerobics movements. What teachers need to pay attention to is that the choice of lingual cues needs to ensure its accuracy, conciseness and vividness, which strengthens the interaction between teachers and students. In aerobics teaching, non-verbal lingual cues are mainly used to guide students with body language, music and corresponding facial expressions. This teaching mode can obviously improve students' interest in aerobics teaching.

4.6 Implement the Teaching Method of Innovative Thinking

The teaching method of innovative thinking in aerobics teaching of higher vocational colleges is helpful to cultivate students' innovative thinking and make them more flexible. In the process of integrating innovative teaching into aerobics teaching of higher vocational colleges, teachers need to realize the importance of the teaching method of innovative thinking. Teachers can assign some innovative tasks to the students before each class, such as the change of aerobics dance steps and the adaptation of movements, setting aside time to show their own adapted movements on stage. This teaching task can fully stimulate students' innovative thinking and increase the reacting ability. In the teaching method of innovative thinking, teachers can also grade students according to their actual performance and motivate them to work hard. In addition, in the final examination of aerobics, teachers can also apply the teaching method of innovative thinking to the appraisal, divide the students into different groups, require each group to adapt the corresponding aerobics movements and formation, and incorporate the performance of this link into the reward items. This innovative teaching mode can transform students' original thinking and expand their imagination [6-7].

5. Conclusion

In conclusion, the effective application of innovative education in aerobics teaching of higher vocational physical education can obviously play the main role of students and stimulate their interest in aerobics learning. Therefore, the aerobics teacher in higher vocational colleges needs to actively explore new ways of innovative education, and further improve the quality of teaching.

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