

Research on Collaborative Development Strategy of Smartphone and "Internet +" and Yoga Teaching

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Keywords: Smartphone; Yoga; "Internet +"; Teaching Mode

Abstract: With the continuous development of science and technology, the new teaching mode of smart phone and Internet technology and yoga teaching has also attracted the attention of more and more educational experts. This new mode of teaching is that teachers and students use mobile phones as a medium to flexibly apply Internet technology for yoga teaching. This new teaching mode not only enriches the teaching methods of teachers, but also makes students no longer subject to teaching materials, time and space when learning and practicing yoga. It not only perfects the yoga teaching evaluation system, but also improves the students' practical conditions, so that students can practice yoga scientifically and correctly, improve their own yoga level, and thus improve the teaching quality of the whole yoga teaching.

1. Introduction

Yoga is a thousand-year-old fitness method that focuses on physical and psychological exercise and self-cultivation. It helps people to cultivate themselves. Therefore, many colleges and universities have also opened yoga courses to enrich the teaching life of students. However, due to the particularity of yoga teaching, it is difficult for schools to apply traditional teaching models to meet students' learning and practice. The traditional teaching mode has a single teaching method and limited classroom time, which can not meet the complicated yoga teaching process of students and teachers. In order to better carry out yoga teaching, schools must adopt corresponding teaching reforms to improve yoga teaching. Schools can carry out yoga teaching through smart phones and the "Internet +" teaching mode. Smart phones and the "Internet +" teaching model are the products of the new era. It takes advantage of the Internet as a medium for smart phones, assists teachers to conduct yoga teaching more quickly and effectively, and enriches students' learning paths, thereby improving the quality of yoga teaching.

2. The Current Status of Yoga Teaching and Existing Problems

At this stage, many schools do not yet have a systematic yoga teaching material, and some colleges and universities are still based on the informal textbooks taught by the instructors [1]. This phenomenon has led to a serious impact on the progress of yoga teaching in many schools. Teachers can only teach through graphic and personal demonstration teaching methods. This kind of teaching method affects the overall teaching process and quality. At the same time, it is difficult for students to stimulate interest in such teaching methods, and because of the individual differences between students, the degree of acceptance is very different. It is difficult to ensure that each student is proficient in each knowledge point and action. In addition, there is no fixed yoga textbook, students can not continue to practice after class, blind practice or choose the wrong practice method, it is easy to cause unnecessary harm. Therefore, most teachers and students believe that the current resources of yoga materials in the school are too scarce.

Yoga teaching not only requires teachers to teach the basics of yoga theory, but also needs to explain the essentials of yoga. However, as far as the current class schedule is concerned, it is difficult for teachers to complete both of these contents at the same time. Therefore, teachers tend to focus on the action explanations, which lead to the lack of students' knowledge of yoga theory. Secondly, yoga is a relatively complicated form of exercise. It has many changes in posture and

posture, and the requirements for accuracy of these postures are high. The action is not in place and it may hurt your body. Therefore, students do not have professional action demonstrations and guidance after class, and they cannot practice blindly. Students are not able to use their spare time and have limited class time. Therefore, the timeliness of yoga is very low.

At present, school yoga teachers evaluate students through mid-term or final assessment. This kind of evaluation method can only reflect the student's learning state through one or two evaluation results, and it is difficult to reflect the specific learning situation of the students. Students can't get timely feedback on learning, and teachers can't find out the problems students have in practice. Therefore, many school teachers and students reflect that such evaluation methods are not conducive to the communication between students and teachers, which is not conducive to students' timely feedback on learning progress, and thus can not help teachers and students to improve the teaching quality of yoga teaching.

3. The Advantages of Smart Phones and "Internet +" In Yoga Teaching

With the development of technology, smart phones and Internet technologies are also constantly developing, and the penetration rate of smart phones is also increasing. Among them, the highest popularity among student groups is almost 100% holding rate [2]. The smart phone is fully functional and easy to carry. The "Internet +" teaching mode based on smart phones not only reduces the teaching pressure of teachers, but also enables students to no longer be restricted by teaching materials, teaching time and place, and can learn freely. , thus greatly improving the teaching efficiency of yoga teaching. Therefore, the advantages of this teaching mode in yoga teaching are also very obvious.

First, this new teaching model provides students with more learning resources and enriches the less scarce teaching materials. Teachers can use the online teaching videos and materials, combined with their own teaching experience, to organize a new set of teaching programs to enrich the teaching content. Teachers can also make the teaching content into electronic courseware, which can be transmitted to each classmate through mobile phones, so that students can read it at any time before and after class. Secondly, students can also find more information about yoga practice on the Internet through their mobile phones.

Secondly, under this novel teaching mode, students have a stronger sense of experience, and it is easier to mention learning interest, so that they can actively cooperate with teachers in class and after class to help them better understand and master motor skills. .

Third, the new teaching model increases student practice time. Student learning is no longer limited to class time, and can be learned online through the classroom at any time. The students' spare time is fully utilized, giving students more time to practice yoga and improve their yoga.

Fourth, the new teaching model has improved the evaluation system of yoga teaching. The evaluation method under the traditional teaching mode is too singular and not timely. Students can't fully feedback their own learning situation, and teachers can't find out the problems in students' practice. In the new teaching mode, teachers can build a more comprehensive scoring system through the network platform. Teachers can ask students to upload practice videos on a regular basis and evaluate them. In this way, the teacher can not only fully understand the students' practice, but also find out the problems existing in the students' exercises and correct them.

Fifth, the new teaching model has improved students' practical ability. Due to the limited time in class and the excessive influence factors after class, there are very few opportunities for students to practice. In this new teaching mode, teachers can post tasks through mobile phones, or through online guidance, urge students to practice after school hours, thereby increasing students' practical opportunities and improving their practical ability.

4. The Application Strategy of Smart Phones and "Internet +" in Yoga Teaching

4.1 Application in the Process of Yoga Teaching.

In the process of yoga teaching, due to limited classroom time, students are more focused on the study of basic skills, which leads to their lack of comprehensive knowledge of yoga theory, so teachers can upload some information on yoga theory knowledge at any time through the mobile Internet platform. Enrich the knowledge of students' theory.

In the process of yoga teaching, teachers can publish classroom teaching content and related videos in advance before class, so that students can prepare in advance to help students to enter the learning state more easily in classroom learning. In the class, the teacher can carry out specific analysis and explanation of the yoga movement through multimedia technology, and together with the teacher's practice demonstration, the students can have a deeper impression on the yoga posture. After class, teachers can post post-class practice tasks and guide and supervise students to practice through online forms. Teachers can also ask students to upload practice videos on a regular basis and give appropriate evaluations to help students correct corrective actions in practice.

4.2 Application in the Process of Student Learning.

During the yoga process, students can use their smart phones to download learning materials about yoga. Before the class, the students know the learning content in advance according to the pre-study materials published by the teacher. In the classroom, students can watch and learn repeatedly according to the instructional video, so that they no longer affect the overall learning progress because they do not remember the teacher's demonstration actions. After class, students can communicate with teachers and classmates through the mobile platform to find problems and correct mistakes.

5. Conclusion

All in all, based on smart phones, the combination of Internet technology and yoga teaching breaks the limitations of traditional teaching models, not only enriches the teaching methods and teaching materials, but also makes full use of spare time and increases students. Practice opportunities to improve students' yoga levels [3]. Under this new teaching mode, not only teachers can perfect their own teaching design, but students can also master the essentials of yoga and improve their yoga level.

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