

## **Application Exploration of Cooperative Teaching in College Aerobics Teaching**

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**Key words:** Aerobics, Cooperative teaching, Countermeasure.

**Abstract.** Cooperative teaching caters to psychological characteristics of contemporary university students of pursuing freedom and democracy. Application of cooperative teaching method in aerobics teaching, can help promote students to develop their subjective initiative. However, due to the current lack of implementation strategy of aerobics cooperative teaching in domestic colleges, the effect is not significant. This paper conducts a detailed analysis and discussion on this issue, and proposes solutions and suggestions for improvement to help the reform of college aerobics teaching.

### **Introduction**

In "cooperative learning" teaching mode, students complete their own assigned task through division of labor, and group cooperation can promote the interaction between teachers and students, and students and students during implementation of activities. "Cooperative learning" teaching mode can more effectively improve students' aerobics basic skills, and mutual teaching and guidance between group members and implementation methods can highlight students' aerobics skills. Implementation of cooperative teaching mode can improve students' aerobics teaching ability, but also enhance students' ability to create and compose. After class, students collectively organize and create, they complete their own task, and give full play to their spirit of cooperation, making common efforts for the group. In addition, lectures are also able to highlight the dominant position of students learning, also can play a collective role, to enhance students' ability to adapt to the society, which has an important significance to improve the effectiveness of aerobics teaching .

### **Connotation and Advantages of Cooperative Teaching**

#### **Connotation of Cooperative Teaching**

Cooperative teaching emphasizes close cooperation between teachers and students, teachers and teachers, and students and students. Through strengthening group cooperation and exchanges, it creates a suitable, and good teaching environment for students and teachers as far as possible, to fully stimulate the enthusiasm of students and satisfy their thirsty for knowledge. Cooperative teaching enables teaching methods to completely free out of the traditional teaching mode of one-teacher lecture, and it is closer to the teacher-leading and student-oriented teaching concept in the new age, which is more conducive for students to be more independent and initiative. Cooperative teaching mode shows many characteristics in practice, including multilateral cooperation, equal exchange, developing personality, democracy and harmony. This indicates that, in the teaching activity, the teacher does not stand alone on the stage for lecture any more, and students do not have to passively and mechanically cooperate with the teacher to just deal with the examinations. In cooperative teaching, harmonious interpersonal relationship is particularly critical. The teacher and students should respect each other and trust each other, but also need to deeply communicate and exchange

ideas with each other, to understand the emotional world of each other, to further eliminate barriers, promote cooperation for better tacit understanding. Different from traditional teaching methods in many aspects, cooperative teaching advocates collective participation in the class. This includes pure cooperative teaching mode, and also supplementary cooperative teaching content on the basis of traditional teaching. From current related research at home and abroad, cooperative teaching method is mainly divided into three types of teaching modes, teacher-student cooperation, student-student cooperation, and teacher-teacher cooperation. These three types deliberately emphasize integration of teaching process with interactive teaching and learning, classroom discussions, guidance on autonomous learning and other contents, in order to effectively promote interaction between teachers and students, complementary advantages of resources, and ultimately achieve the goal of common improvement.

### **Advantages of Cooperative Teaching**

#### *Conducive to achieving all level goals in the field of sports*

"Group cooperation" teaching mode completely changes the teacher-centered and student-passive learning method, avoids the phenomenon that only a few students participate, and other students look aside, and fully mobilizes students' enthusiasm for learning. All students participate together, which improves students' initiative to participate in activities, and effectively overcomes the polarization problem of good-quality students and poor-quality students which puzzles educators for a long time. Through active learning, students can better experience the fun given by sports, further strengthen their initiative to participate in aerobics learning, learn self-monitoring by using scientific means, conduct self-evaluation on the knowledge they learn, and actively lead other students to learn aerobics.

#### *Conducive to achieving all level goals in mental health field*

In the "group cooperation" teaching mode, under the leadership of team leader, students learn various aerobics movements, virtually and gradually, the student leader becomes teacher's helper, will have greater motivation to learn, and can more efficiently cooperate with the teacher to complete the teaching task. At the same time, the initiative to practice together is increased due to the same interest. They eliminate the deepest sense of inferiority, generate the desire to win, and enjoy the pleasure of aerobics class. This plays a positive role for students' psychological training.

#### *Conducive to developing students' social adaptability*

"Group cooperation" teaching method is the best way to train students' competence to adapt to the society. In the "group cooperation", students can take the initiative and actively participate in aerobics class. And during the sports, sense of responsibilities, cooperation and competition will be enhanced, and ability to interact with people and concern on collective and society will be increased. These improved capabilities can be applied to future learning and life.

### **Implementation of "Cooperative Learning" Teaching Mode in Aerobics Basic Skills Training**

#### **Application of "Cooperative Learning" Teaching Mode in Aerobics Basic Skills Teaching Initial Stage**

First, before class, the teacher must give the declarative knowledge about the action to students, to enable students to establish a correct representation of action concept and movement, and understand what to do and how to do the action. Complete and accurate demonstration and explanation by the teacher, can effectively improve teaching efficiency, and better improve the accuracy and standardization of the action students learn. In the beginning, the teacher will slowly show the action step by step. At the first class, the teacher leads students to do warm-up exercises, explains the main content to students and introduces the leader of each group. The leader leads the class, firstly showing the combination of actions he/she has learned, to enable students to have technical concepts of actions, understand and become familiar with the complete combination of actions, while doing the demonstration, paying attention to changes of positions, to ensure that each member can clearly see

complete actions. In class, group members can present doubts and questions to the leader, and the recorder records all of them. Problems are not terrible. And when group members cannot solve the problem, the liaison student should timely find the teacher to solve the problem to ensure smooth teaching.

### **Application of "Cooperative Learning" Teaching Mode in Aerobics Basic Skills Teaching**

Cooperative teaching mode is hierarchically progressive, and each process will be the basis of another process, so the teacher must train each leader before class, to understand if the leader really master the action, action terms expression ways and teaching focus, which is the basis for the successful completion of a class. After a stage, students can establish an initial presentation, the complete movement can be showed smoothly, but there still exist some actions not in place. If the line is not clear, there will be ups and downs of actions, so in the differentiation stage (5th-8th week), action decomposition is required, to study each separate action, in order to enable students to faster master movement patterns. Decomposition and repeated actions allow students to fix correct representation in the brain; practicing the same action with classmate can help members increase the action accuracy. In addition, the teacher should pay more attention to students' basic posture exercises, because the basic posture is the basis of practice.

In the consolidation stage (9th-12th week), the class adopts repeated practice of the same action. Repeated practice of a single action or combined actions can help students' actions shaping and memorizing, continue to consolidate and strengthen action skills, and improve the accuracy of the action. Actions exercise cannot be stopped whenever, or the consolidated skills will become weakened. Therefore, it is necessary to always stress practice and perfect strengthening measures to promote the inherent law and learning automation.

The first one is imitation practice. The on-duty student leads the basic steps, basic upper body exercises, and the combined actions taught by the leader. If members have any question, they can timely ask the leader in the learning process, and if the leader cannot solve the problem, the group can replay the video given by the teacher, for further observation, to find, discuss and solve the problem. When the teacher conducts touring guidance, he/she will point out the problem of each team member, and they should timely correct the action. The recorder should record common problems and personal problems put forward by the teacher. Two students make a group, and do the "mirror" game. Two students practice together and do the same set of actions at the same time, and the one who does better can lead the other student whose action is not so standard. Students should try to imitate the actions done by good students. Through imitation, students establish their movement patterns, especially for those mistaken the teacher has talked about or pointed out on purpose in the class. After the group exercise, each group continues to use this way to practice. The teacher divides them into two big groups. One group is responsible for performing with music, and the other group observes carefully. After the performance is finished, the referee of each group evaluates and scores the performance of each member, and presents common problems and personal problems of the group. After class, the recorder timely records these problems, and finally the teacher make an evaluation and conclusion on students' performance in this class.

Secondly, the leader is in charge. Each group leader should assume the responsibility of taking the lead, either at class or after class, promptly organize and urge everyone to practice, and also promptly organize group members to communicate with the teacher, to avoid some problems caused by delayed exchanges. Each member of the group can act as different roles, and each member can take turns to act as leader, to timely correct mistakes of members. Encountered with he problem not able to be solved, members should discuss first and try to solve it. If they really cannot solve the problem, they should timely find the teacher for help. The teacher can conduct more competitions between groups. In the competition, the leader shouts slogans, to remind the next action and the sequence. And students looking aside can give them some hints about the action. This can efficiently help complete contents of the class. Before the end of the class, the referee will give a detailed evaluation on the performance of each group, and point out their deficiencies, but also the referee will randomly check

the practice result of some members. The recorder should carefully observe mistakes members of other groups have made, and also need to note and timely record common problems of group members. Of course, each member will change the role at each class, which will not only contribute to students' ability of balanced development, but also allow students to achieve mutual support among group members.

## **Effective Implementation of Cooperative Teaching Mode in College Aerobics Teaching**

### **Dividing the study group**

Prerequisite for smooth implementation of cooperative learning is reasonable grouping. Group members can be grouped freely, appointed by the teacher or through other ways, but the premise is to try to comply with the complementarity principle of "heterogeneity within the group, homogeneity between groups". Before grouping, it is necessary to fully consider individual differences, such as students' gender, abilities, interests, personality and other basic conditions, to ensure that overall strength of each group is similar, not significantly different. Usually, for the class of about 40 students, the most appropriate way grouping is dividing into four to five groups. Choose the most competent student as the leader, and let outstanding students mobilize those students who have difficulties in learning, thus ensuring poor students can obtain more knowledge from differentiated cooperation to improve themselves, and promoting the progress of the group and individual comprehensive development.

### **Execution of Teaching Design**

The implementation of cooperative teaching must be strictly based on the concept of collective teaching. Usually, after the teacher makes a demonstration and explanation, the leader will lead this group to practice together. After the end of each round of practice, the teacher will make random check, evaluate each member of the group, and based on the actual performance of the member, determine scores of the group, so as to promote mutual internal help, mutual instruction, unity as one, and common progress within the group. During guidance on problems, select outstanding members to demonstrate for each group to study and observe, and encourage more experience exchanges between groups, to solve problems together, and strengthen mastery of action essentials. Furthermore, in the whole process of aerobics cooperative teaching, the most commonly used and required skill is the interpersonal skill, which requires students and teachers to ensure smooth and correct communication, and also have good conflict resolution skills.

### **Evaluation on the Results and Summary**

Evaluation and summary on activities results can play a good role of connecting. Scientific teaching evaluation provides the most reliable basis for teaching feedback, to ensure that the teacher exactly understand deficiencies existing in teaching practice so as to facilitate timely change and adjustment. To ensure that teaching aerobics cooperative teaching has complementary advantages, and better achieve common improvement, the teacher should learn from domestic and foreign excellent evaluation system, to explore the evaluation method more in line with the actual situation of students, and establish a cooperative learning incentive mechanism able to effectively inspire the motivation and potential of all students to learn. And based on this mechanism, combining with the performance of each group in activities, evaluate and analyze the task results of students one by one, and give appropriate incentives and encouragement. At the same time, make a systematic summary on the progress of the teaching activities, in order to provide improvement ideas for the next cooperative teaching activity.

## **Conclusions**

In summary, cooperative teaching can give full play to advantages of the group, promote group cooperation and exchange, and also improve the relationship between teachers and students. Application of such mode in college aerobics teaching can rich sports teaching methods, improve aerobics teaching predicament, and also help students master aerobics knowledge, acquire new skills, while improving interpersonal skills and expression ability. And the effective integration of venues facilities, faculty and other teaching conditions also promotes the efficient use of teaching resources to some extent.

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