

Discussion on Strategies for Improving Students' Emotional Expression in College Aerobics Teaching

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Abstract: Cultivating students' emotional expression ability in universities is an important component of improving the effectiveness of students' aerobics performance and the overall quality of aerobics teaching. This paper uses the method of logical analysis to discuss the cultivation of students' emotional expression ability in college aerobics teaching, and analyzes it in combination with teaching practice. The results shows that students can cultivate their emotional expression through learning basic knowledge of aerobics, aesthetic perception, self-confidence, innovation, and integrating emotions into body language. From this, it can be concluded that universities can significantly improve the effectiveness of students' aerobics performances and the overall quality of aerobics teaching by cultivating their emotional expression in aerobics teaching.

1. Introduction

Aerobics is a combination of gymnastics, music, dance, and aesthetics. It achieves the goals of fitness, fitness, and mental health through hands-on, handheld light equipment, and specialized equipment exercises. It is an emerging entertainment and ornamental sports event. [1] Aerobics is full of vitality and passion, and is deeply concerned and loved by students. However, upon careful observation, it was found that the teaching effect of teachers was not ideal, and many students' understanding of aerobics still remained at the basic level. Simply imitating and neglecting the connotation of aerobics performance hinders the improvement of students' emotional expression. The author explores strategies for improving students' emotional expression in college aerobics teaching, hoping to provide some help for aerobics training and teaching.

2. The Necessity of Improving Students' Emotional Expression in Aerobics Teaching

The expressive power of aerobics athletes refers to the integration of technical movements, facial expressions, and musical rhythms, allowing the entire set of aerobics movements to better showcase their artistic appeal, that is, integrating the technical movements and spirit of aerobics athletes to present better performance results. [2] Thus, we can see that the success or failure of students' aerobics performances is not limited to the proficiency of aerobics movements, but requires performers to express their own aerobics movements, connotations, cognition, understanding, and emotions comprehensively through aerobics performances, so that aerobics performances are not rigid dogmas, but lively and lively, and can generate emotional resonance with the audience. So it is very necessary to cultivate students' emotional expression in aerobics teaching.

3. The Practical Significance of Cultivating Students' Emotional Expression in Teaching

3.1. Improving the Overall Effectiveness of Aerobics Teaching

Aerobics is a highly comprehensive art. College aerobics teachers should not only teach students the basic routines of aerobics in their daily teaching, but also cultivate their emotional expression. This helps students to have a deeper understanding of the essence of aerobics, learn the essence of aerobics, and achieve better results on the field. Students can also become more confident in their performances, and the overall effectiveness of classroom teaching can be improved.

3.2. Strengthening Students' Performance in Competitions

The level of student expression is crucial for understanding the connotation of aerobics, and it is crucial for the success or failure of aerobics competitions. Competition is an important platform for evaluating aerobics performers; Aerobics performers, accompanied by music, can create emotional resonance with the audience through skilled movements, superb skills, and good emotional expression. During the competition, athletes perform with similar movements, and those with excellent emotional expression will win the competition.

4. Factors Affecting Students' Emotional Expression

There are many factors that affect students' emotional expression. Firstly, it is the students themselves, and the interest in learning is a key factor that affects the improvement of emotional expression in aerobics. When students have a good interest in learning aerobics, they are willing to actively learn the knowledge of aerobics. When teachers tell students about the relationship between emotional expression and the performance of aerobics, they will actively explore ways to improve emotional expression, which is very helpful for improving students' emotional expression. Next is the teacher. In the current information society, teachers still adopt the model of "teacher teaching, student learning, teacher checking, and student correcting". [3] Students do not need to think, and the traditional teaching mode of copying and doing makes them feel dull and boring about aerobics, unwilling to learn or perfunctory, which can have a negative impact on the improvement of students' emotional expression. Similarly, teachers can flexibly apply innovative teaching methods in aerobics teaching, using a student-centered teaching model where teachers guide students to learn, allowing students to participate in their own imagination, choreograph their own dances, and appreciate the essence of aerobics dance. It can cultivate students' interest in learning aerobics and enhance their active participation in improving the emotional expression of aerobics. Aerobics teachers should also continuously learn and improve their professional qualities in teaching. As the saying goes, 'It takes a good blacksmith to make good steel.' Aerobics teachers must be full of artistic cells and have a deep understanding of music and art in order to ensure that art is transmitted to students in the process of aerobics teaching, help students correctly understand the beauty and art of aerobics, and improve their expressive power in aerobics. [4]

5. Strategies for Improving Students' Emotional Expression in College Aerobics Teaching

5.1. To Improve the Aesthetic Perception of Aerobics

Colleges should cultivate students' aesthetic awareness and perception in the teaching of aerobics. Firstly, teachers should analyze the positive impact of aerobics on students' physical and mental health and future development from an ideological perspective; Secondly, in theoretical classes, teachers encourage students to watch videos of high-level international aerobics competitions over the years, which can visually impact and shock students, thereby experiencing the health, strength, and beauty of aerobics; By cultivating students' specialized literacy, we continuously experience the physical and

mental pleasure brought by aerobics in the process of aesthetic perception, and ultimately achieve the various abilities that aesthetic literacy possesses. Students engage in aesthetic perception and experience through visual, auditory, perceptual, and tactile senses during aerobics exercises, integrating aerobics aesthetic activities with daily life and beautifying life; More importantly, after long-term learning and exercise in aerobics, students develop a coordinated body and bones, tighten their skin and muscles, have a more symmetrical figure, more graceful curves, and a healthier body; At the same time, aerobics can also regulate people's nerves and psychology, enabling them to maintain a positive and optimistic attitude. Improving students' aesthetic perception of aerobics also enhances their emotional expression.

5.2. To Emphasize Students' Learning of Basic Knowledge of Aerobics

In practical teaching, college aerobics teachers should provide students with aerobics based teaching, while also emphasizing the teaching of basic theoretical knowledge of aerobics to students. That enables students to combine theory with practice, guide practice with theory, and promote the improvement of students' comprehensive abilities. It also facilitates students' understanding of the connotation of aerobics and better displays their movements and emotions perfectly. Students have a strong ability to learn new knowledge. Aerobics teachers should introduce diverse teaching methods into the practice of aerobics, guiding students to learn more art subjects related to aerobics, such as music, art, photography, performance, and sculpture works. They should also learn and understand theoretical knowledge of other disciplines, cultivate students' broad interests and hobbies, and broaden their horizons by appreciating, discovering, and comprehending beauty to enrich the study of aerobics, improve students' knowledge level and cultural and artistic cultivation, and subtly enhance their emotional expression.

5.3. To Strengthen the Training of Action Routines

A good aerobics performance cannot be separated from passionate music coordination, smooth movement routines, and rich facial expressions. This requires students to have a sense of music, rhythm, proficiency in aerobics movements, and facial expressions that are coordinated with musical movements. The training of aerobics action routines includes specialized technical training, as well as the cultivation of students' observation method, imagination method, intuitive intention method, and expression self-regulation method. Firstly, it requires proficient, fluent, and high-level movements. Students can only practice hard and repeatedly to increase the fluency and proficiency of their movements and techniques; Secondly, students need to watch each other, find problems with each other, and correct each other during practice. "You are my mirror, I am your mirror." By learning from each other and watching more classic videos to broaden one's horizons, one can more intuitively compare oneself and find gaps. When students have proficient movements and incorporate their emotions and facial expressions into them, they practice repeatedly. They close their eyes and imagine how they can perform aerobics to the fullest under the beautiful music accompaniment on stage or in a competition, how to showcase themselves, how to perform, constantly thinking and practicing over and over again, making their aerobics movements more proficient and effortless. The understanding of the connotation of aerobics is also deepening, and students' emotional expression has also been improved.

5.4. To Cultivate Students' Confidence

Both on the competition field and in aerobics performances, there will be spectators and even judges. Under the gaze of the judges and the audience, it is inevitable for students to feel nervous. However, a person's emotional expression is closely related to their own inner activities. This requires aerobics teaching to attach importance to cultivating students' confidence. Due to the different levels

and conditions of each student, aerobics teaching should adopt hierarchical and encouraging teaching. Firstly, when teaching students, teachers should tailor their teaching to each individual and have students in mind. Different scoring standards should be used to give timely praise to each student for their progress, so that students can have the joy of success. Secondly, teachers actively guide students to be good at thinking, enhance imagination and creativity, design action routines based on their own characteristics, enhance self-confidence, encourage students to participate in social practice more, experience different lives, increase their own experience, and adjust their mentality. When a person's psychology becomes stronger, they have confidence and can better express their emotions in performances.

5.5. To Improve Students' Innovative Ability

German writer Goethe said, "To grow, one must have originality." To succeed in aerobics competitions, innovation is necessary. Innovation is the fundamental foundation for the development and inheritance of aerobics; Practice is the foundation of innovation. College teachers teaching aerobics should focus on guiding students to apply their professional theoretical knowledge, combining it with practice, and cultivating the habit of independent thinking. They should rely on the active wisdom of individuals and teams, constantly innovate, and shift from passive acceptance of knowledge to active pursuit of knowledge, thereby stimulating students' understanding and creativity. When students imagine, experience, and choreograph a good routine on their own, it can make a qualitative leap in their level of aerobics.

5.6. To Guide Students to Integrate Emotional Expression into Body Language

In aerobics performances, emotional expression refers to the performer presenting their movements, body language, and facial expressions to the audience, and the audience resonating with their inner world and emotions reflected through the performer's body language. When cultivating students' emotional expression ability, aerobics teachers should also pay attention to appropriate analysis of various aspects such as music, rhythm, melody, and aerobics movements, guide students to practice in a standardized manner, and enable them to experience the connotation that aerobics should demonstrate. After students become proficient, the teacher guides them to express their inner emotions through physical movements, helping them strengthen the connection between movements and emotions, and improving their emotional expression in aerobics.

6. Conclusion

The paper analysis the strategies for improving students' emotional expression in aerobics teaching, and clarifies that emotional expression is the core of aerobics teaching. College aerobics teachers optimize the teaching plan of aerobics in daily teaching to improve students' emotional expression. Not only can it improve the effectiveness of students' aerobics performances and the overall quality of aerobics teaching, but it can also enhance students' aesthetic perception and good self-confidence, enabling their physical and mental health to grow. Aerobics can also become an excellent form for students to pursue, appreciate, and create beauty.

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