

# ***Research on the Exploration of the Aesthetic Education Value and Practical Path of College Sports Courses in the Context of the New Era: A Case Study of the Aerobics Program at Haoging College of Shaanxi University of Science & Technology***

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**Abstract:** This study explores the enhancement of aesthetic education value in aerobics courses, addressing issues such as single teaching methods, insufficient integration of aesthetic education and physical education, lack of targeted course design, insufficient cultivation of aesthetic innovation abilities, and the absence of aesthetic education in the evaluation system. The study proposes optimization measures by combining aesthetics with the core skills of aerobics, strengthening the cultivation of aesthetic awareness and creative abilities, and enhancing students' aesthetic literacy while learning skills. The course content is enriched with aesthetic appreciation and cultural interpretation, encouraging students to design movements and performances independently, thus fostering innovation. The teaching goal system of aerobics has been restructured, clarifying multidimensional development goals such as skills, aesthetic perception, and team spirit. Innovative teaching methods, such as situational teaching and group cooperative learning, have strengthened the deep integration of aesthetic education and physical education. In addition, a comprehensive evaluation system is constructed, assessing students' skill levels, aesthetic literacy, and innovation abilities to ensure the effective implementation of aesthetic education in the aerobics course, promoting the collaborative development of aesthetic education and physical education.

## **1. Background**

In recent years, the Chinese government has placed significant emphasis on the coordinated development of school sports and aesthetic education, issuing several important policy documents. The "Opinions on Comprehensively Strengthening and Improving School Sports Work in the New Era" clearly proposes the educational philosophy of "health first," promoting the comprehensive development of students' physical and mental well-being. It also emphasizes the importance of

exploring and preserving the aesthetic education value of traditional Chinese sports, helping students enhance their physical fitness, develop sound character, and strengthen their willpower through physical exercise, reflecting the aesthetic function of physical education courses. Furthermore, the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" advocates for improving students' aesthetic and cultural literacy, integrating aesthetic education throughout the entire process of talent cultivation, and incorporating it across all educational stages, providing policy guidance for the deep integration of physical education and aesthetic education in universities.

Universities bear the responsibility of cultivating high-quality talent for the new era. Under the guidance of national policies, they are actively exploring innovative teaching models that align with modern educational needs, fully tapping into the potential for integrating physical education and aesthetic education. This approach aims to shift the focus of research on physical and aesthetic education towards educational practice, highlighting its unique role in university education. However, despite some universities recognizing the importance of combining physical education and aesthetic education and making adjustments to their curricula, challenges remain in fully integrating the two fields. Specific issues include the monotony of aesthetic education content within physical education courses, a lack of diversity and innovation, difficulty in sparking students' deep engagement with aesthetic elements, outdated teaching methods that fail to effectively inspire active student participation, and limited teaching models that hinder broad implementation across different universities or disciplines.

As a sport that combines physical exercise, music, and dance, aerobics has a solid foundation in university physical education courses. Gaoging College's aerobics program has already begun to exhibit characteristics of aesthetic education in its teaching process, but there is still room for improvement in aspects such as the teaching system, method innovation, and the deep integration with aesthetic education. This paper aims to take Gaoging College's aerobics program as a case study, analyze the value of aesthetic education in university physical education courses in the context of the new era, and explore feasible practical paths to provide valuable insights for the promotion of physical and aesthetic education in universities.

## **2. Domestic and International Research Review**

### **2.1 International Research**

In the context of aesthetic education in university physical education courses, Elaine K. Howley proposed that aesthetic elements in physical education help enhance students' perception and appreciation of bodily movement. Through participation in physical activities, students experience aesthetic qualities such as rhythm, symmetry, and harmony in sports, which in turn fosters the development of their aesthetic literacy[1]. Richard Schulz argued that both competitive and artistic performance sports (such as aerobics) in university physical education contain rich aesthetic values[2]. These activities can stimulate students' creativity and expressiveness, while also shaping their artistic temperament and aesthetic views during physical training.

Regarding the practical pathways for integrating aesthetic education into university physical education, Laura R. Murdoch emphasized the importance of embedding aesthetic education into physical education curricula[3]. By establishing systematic aesthetic teaching objectives, content, and evaluation standards, aesthetic education can be effectively implemented in physical education. For example, in aerobics instruction, aspects such as choreography, music selection, and costume coordination can serve as entry points for aesthetic education, guiding students to understand and create beautiful forms of physical expression. Jessica L. Thomson [4] suggested that interdisciplinary teaching is an effective way to expand the practice of aesthetic education in

university physical education courses. Combining physical education with arts, music, and dance provides students with richer and more diverse aesthetic experiences. For instance, incorporating modern dance elements into aerobics or collaborating with music composition courses allows students to participate in the adaptation and creation of aerobics music, deepening their understanding and practice of aesthetic education.

International scholars emphasize the integration of theory and practice in research on aesthetic education in university physical education, advocating for the fusion of physical education with other artistic disciplines to enhance students' comprehensive aesthetic literacy and creativity. In practical path exploration, they have adopted a diversified and innovative approach.

## **2.2 Domestic Research**

Domestic literature on the aesthetic value of physical education courses in universities highlights the role of physical activities in promoting students' physical and mental health and overall development. Wang Li pointed out that aesthetic education in university physical education helps alleviate students' academic pressure by providing aesthetic experiences and cultivating their resilient willpower and team spirit, thereby enhancing their internal and external qualities[5]. Zhang Feng emphasized that aesthetic education in physical education contributes to the inheritance of Chinese traditional sports culture, such as martial arts and ethnic sports, with aerobics, as a modern sport, integrating fashion aesthetics and shaping students' aesthetic values[6].

In terms of practical pathways, Li Hua proposed that enhancing physical education teachers' aesthetic literacy is crucial to improving students' receptivity to aesthetic education. Teachers should participate in aesthetic training and other related activities[7]. Zhao Qiang [8] suggested utilizing modern information technology, such as online teaching platforms, to expand the space for aesthetic education practice and improve students' participation and experiential learning.

Although domestic research has explored the role of aesthetic education in physical education courses, particularly in terms of integrating traditional culture and enhancing teacher literacy, there is still a need to deepen and broaden interdisciplinary integration. This paper will use Gaoging College's aerobics program as a case study to further explore the value of aesthetic education in university physical education and investigate more innovative and effective practical pathways, providing valuable references for the development of aesthetic education in university physical education courses.

## **3. Problems in Current Aerobics Course Education**

### **3.1 Single Teaching Mode, Lack of Innovation**

Traditional aerobics teaching mainly involves teacher demonstration and student imitation, with fixed teaching content and standardized training methods. This results in a monotonous learning experience for students and limits the development of their creativity. Additionally, the evaluation system often focuses more on the technical accuracy of movements, neglecting students' individual expression and aesthetic development, which restricts the deeper integration of aesthetic education into the aerobics curriculum.

### **3.2 Insufficient Integration of Aesthetic Education and Physical Education**

At present, aerobics courses emphasize physical fitness and skill acquisition, with limited attention given to aesthetic education. Students tend to focus solely on the accuracy and difficulty of the movements, ignoring the fluidity, rhythm, and emotional expression of the movements. This

results in limited outcomes in terms of cultivating aesthetic education. Furthermore, the course content lacks a deep integration with music, dance, and the arts, failing to fully exploit the artistic value of aerobics.

### **3.3 Lack of Targeted and Layered Course Design**

The current design of aerobics courses is relatively standardized, lacking differentiated instruction based on students' foundational skills and individual characteristics. Some courses do not address students' aesthetic development needs, and lack innovative content such as interdisciplinary integration or creative choreography training. As a result, students do not gain a richer learning experience. Additionally, the course lacks a systematic aesthetic education goal, with the teaching content primarily focused on progressively increasing movement difficulty, rather than deepening the cultivation of aesthetic sensitivity.

### **3.4 Lack of Focus on Cultivating Aesthetic Innovation**

Aerobics is not only a physical activity but also an art form. However, in actual teaching, the cultivation of students' aesthetic innovation is often neglected. Most courses are limited to teaching predefined movements, with no encouragement for students to create their own choreography or express themselves creatively. This results in a narrow understanding of aerobics as an art form. Moreover, teachers often fail to guide students in using elements such as music, rhythm, and space to enhance the expressive power of their movements, affecting the development of their aesthetic literacy and creativity.

### **3.5 Lack of Effective Aesthetic Education Evaluation System**

Current aerobics course evaluation criteria are mainly based on technical indicators, with little comprehensive consideration of aesthetic education. Assessments typically focus on the accuracy, completion, and difficulty of movements, while aspects related to aesthetic education, such as dance expressiveness, emotional expression, and musical rhythm, are weakly assessed. The lack of a scientifically sound and reasonable aesthetic evaluation system makes it difficult for students to understand their growth in terms of aesthetic education, and hinders teachers from continuously optimizing the curriculum design, preventing the effective implementation of aesthetic education principles.

## **4. Exploration of the Value and Practical Path of Aesthetic Education in College Physical Education Courses**

### **4.1 In-depth Analysis of the Aesthetic Education Value of Aerobics**

Aerobics embodies rich aesthetic education values in terms of body posture, rhythmic expression, stage performance, and the transmission of emotions and spirit. Through body movements, students demonstrate beauty in lines, strength, coordination, and dynamic motion, while integrating music rhythm and movement rhythms to create beauty and rhythm. In both team performances and individual displays, students express confidence, teamwork, and willpower, showcasing aerobics' unique charm in the integration of physical education and aesthetics. These aesthetic values not only enhance students' aesthetic perception but also foster emotional growth and teamwork, providing solid theoretical support for aerobics teaching practices.

## **4.2 Rebuilding the Teaching Goal System of Aerobics**

Based on the aesthetic education value system of aerobics and the talent cultivation objectives at Gaoging College, a new set of teaching goals is proposed. In terms of knowledge and skills, students should master basic movements, choreography, and aesthetic knowledge. In terms of processes and methods, the focus is on improving students' aesthetic perception, appreciation, and creativity. On the emotional and values level, the aim is to guide students to establish positive, healthy aesthetic views, cultivate resilient willpower, team spirit, and a confident, optimistic attitude. These goals form a hierarchical, logical teaching objective system that ensures aesthetic education is integrated throughout the entire teaching process.

## **4.3 Optimization and Integration of Aerobics Teaching Content**

On the basis of the basic aerobics teaching syllabus, the teaching content is optimized and expanded. The core skills training such as basic steps, arm movements, and body posture control are preserved, while these elements are explored from an aesthetic perspective. Students are encouraged to understand the underlying aesthetic principles and aesthetic requirements of the movements. New content on aerobics aesthetics appreciation and cultural interpretation is introduced, including the history, cultural background, artistic features, and development trends of various aerobics styles (such as competitive aerobics, fitness aerobics, cheerleading, etc.). Students will also analyze the aesthetic creativity and successful experiences in movement design, music selection, and other areas of classic aerobics works from both domestic and international perspectives. Creative choreography and practice are incorporated, encouraging students to design their own choreography, music editing plans, and performance forms, cultivating their aesthetic creativity and practical application skills, and transforming the content from simple skill transmission to a multifaceted integration of aesthetic education and physical education.

## **4.4 Innovative Teaching Methods for Aerobics**

Traditional aerobics teaching methods are organically integrated with modern educational concepts, information technology, and innovative teaching approaches to create a unique aerobics aesthetic education teaching methodology. Multimedia teaching tools are used to visually demonstrate the standardization of aerobics movements, aesthetic details, and the process of movement changes, helping students better understand and master key movement points. Rich and diverse aerobics aesthetic cases and artistic works are presented through multimedia resources, expanding students' aesthetic horizons and thinking space. The situational teaching method is introduced, where appropriate teaching scenarios are created for different teaching content and themes, such as simulating aerobics competitions, artistic performance stages, and cultural theme events. Students will experience the aesthetic atmosphere and emotional depth of aerobics in these specific contexts, making learning more engaging and immersive. Group collaborative learning and project-based learning are incorporated, where students work together on aerobics choreography, performance planning, and other tasks, cultivating teamwork, communication, and aesthetic creativity. This collaboration in practice deepens the integration and interactive development of aesthetic education and physical education.

## **4.5 Reconstructing the Aerobics Course Evaluation System**

A comprehensive, scientific, and reasonable evaluation system for aerobics courses is developed, integrating aesthetic education evaluation as a key component. The evaluation covers multiple

dimensions, including students' aerobics skill levels, physical fitness, engagement and initiative in learning, and the development of aesthetic literacy. In terms of skill evaluation, in addition to traditional criteria such as accuracy, standardization, and coordination, more weight is given to the aesthetic aspects of posture beauty, rhythm, and expressiveness. Regarding physical fitness evaluation, the aesthetic effects of aerobics on body shaping and temperament enhancement are considered. The participation evaluation focuses on students' performance in classroom discussions, group activities, and practical projects, as well as their attitude toward and interest in learning aerobics aesthetics. The aesthetic literacy evaluation is conducted on various levels, including aesthetic perception ability (e.g., sensitivity to aesthetic elements in aerobics movements, music, and stage), aesthetic appreciation ability (e.g., ability to analyze and evaluate different aerobics styles), and aesthetic creativity ability (e.g., the outcomes of choreography creation and performance design).

## 5. Conclusion

By breaking the limitations of traditional aerobics teaching models and integrating interdisciplinary research from sports and arts, a student-centered experiential teaching model is constructed to help students better perceive and create beauty in practice. The course design emphasizes the integration of aesthetic education and physical education, starting from the aesthetic analysis of movements. Through thematic course arrangements such as "Classical Beauty" and "Modern Fashion Rhythms," aesthetic elements are organically combined with sports skill training. During the teaching process, multimedia displays and creative choreography are used to stimulate students' innovative consciousness and promote the implementation of aesthetic education. Teacher training strengthens the integration of aesthetic theory and art appreciation to improve teaching quality. Additionally, through group cooperation and project-based learning, students are encouraged to use their creativity and engage in collective creation, enhancing their aesthetic innovation ability. By organizing creative performance competitions and other activities, students' creativity and aesthetic enthusiasm are further stimulated, achieving the deep integration of aesthetic education and physical education, and fostering students' overall innovation and aesthetic literacy.

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