Experience Teaching in Middle School Aerobics Teaching Experimental Study on Application

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Keywords: Experiential teaching; High school; Aerobics; Teaching effect.

Abstract. Since the 21st century, the change of learning style has brought about the transformation of teaching paradigm, and the teaching method of education tends to pay more and more attention to the education of "people." Correspondingly, changing teaching methods, innovating teaching concepts, adhering to the teaching concept of "teaching for experience, teaching for experience," has gradually been accepted by high school physical education curriculum, and began to apply experiential teaching to high school physical education classroom.\(^1\) The experimental carrier selected in this paper is aerobics. It has bodybuilding and heart-building effects, and is welcomed by the majority of teachers and students on campus. The topic through the research methods of literature, questionnaire, expert interview, teaching experiment, mathematical statistics and logical analysis, the author focuses on exploring the application of experiential teaching method in Aerobics Teaching in senior high school by using teaching experiment method. The results were tested by statistical method. Two classes, experimental class and control class, were randomly selected. Experiential teaching method and existing teaching method were used to teach. Standard scale and questionnaire were used to collect data, and the collected data were excluded, processed and analyzed. SPSS19.0 was used to test the data by independent samples and paired samples T test. The conclusions are as follows: 1) Applying experiential teaching method in middle school aerobics curriculum can effectively stimulate students' learning motivation, improve their physical quality and aerobics class performance. 2) Through the data analysis after the experiment in the experimental class and the control class, the experiential teaching can effectively improve students' learning motivation and interest, enhance students' autonomy, and be more conducive to teamwork and innovation. 3) Through the data analysis of the experimental class and the control class, the application of experiential teaching in the middle school aerobics class has a significant effect on improving the students' 800 meters and one minute sit-ups, but it has no obvious effect on improving the students' sit-up forward index.

Preface

Background of Topic Selection

The Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Reform and Promoting Quality Education in an All-round Way and the Outline of Basic Education Curriculum Reform of the State Council put forward that in order to ensure the smooth implementation and implementation of the new curriculum standard plan and to promote the in-depth development of the field of physical education reform, a new kind of physical education should be explored. Teaching mode in teaching field.\(^2\) It can not only effectively improve the classroom teaching environment, make the classroom atmosphere more harmonious, but also

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\(^1\)Xin Lingling. Research on Experience Teaching Design Based on Sports Injury in High School Physical Education Course [D]. Jilin Institute of Physical Education, March 2014.

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can take students as the center and comprehensively improve children's comprehensive ability. At this time, experiential teaching mode has stepped into the stage of sports teaching research.\(^3\)

Experiential teaching method, different from the existing teaching methods, pays attention to students' learning experience and self-participation, changes students' passive learning attitude in class, mobilizes students' learning enthusiasm, stimulates students' self-learning consciousness, improves students' social adaptability and comprehensive quality, and makes the state factor. The concept of quality education has been constantly improved and developed.\(^4\)

The emergence of experiential teaching can well fill the disadvantages and shortcomings of traditional physical education teaching, and provide more motivation for students' physical education learning. It can be extended to many aspects, including: students' awareness of sports participation, improvement of sports skills, healthy physical and mental development, and enhancement of social adaptability, etc. And so on. Experiential autonomous learning is the need for contemporary students to adapt to the times and quality education. It is also the need for further shaping lifelong sports learning and training lifelong sports ability. It is also the need for further training students' self-realization ability and personality traits.

**Basis for Selecting Topics**

In the Decision of the State Council of the CPC Central Committee on Deepening Education Reform and Promoting Quality Education in an All-round Way, promulgated by the CPC Central Committee, it is pointed out that quality education is the basis of education and students are the flowers of the motherland. The purpose of teaching is to persist in facing all students, all for the sake of students, all for the sake of students, all for the sake of all students. To strive for the comprehensive and balanced development of students, including respecting the characteristics of students' physical and mental development and the laws of education, so that students can develop. Therefore, education should change the way of teaching, give full play to students' positive initiative, maximize each student's learning potential, let students become passive and active, and gradually become masters of learning.

Another vision of learning-experiential learning. Experiential teaching provides us with a new perspective and specific operation method to look at the world and education. Comrade Hu Jintao clearly pointed out in the report of the 17th National Congress of the Communist Party of China that efforts should be made to build a learning society, including all the people's learning and lifelong learning. Since the 21st century, physical education has occupied an increasingly important position in the field of education, and the role of school physical education in students' lifelong sports consciousness cannot be ignored. Learning in the 21st century is a lifelong learning process. Education in the 21st century should also conform to the trend of the times and meet individual development needs. So, if we want to make students form the consciousness of lifelong sports, sports experiential learning has its place.

**The Concept of Experiential Learning**

The purpose of experiential teaching is very clear, which is to improve students' self-realization ability, cultivate students' creative thinking and analysis of problems, and ultimately solve the problem of a "first before knowing" ability.\(^5\)

Experiential teaching is a new innovation in College Physical Education teaching. Through students' observation, cognition and in-depth understanding of what they have learned, students can integrate into it and experience the pleasure brought by sports so as to improve their sports skills.

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\(^3\) Jia Bingtao. Applied Research on Guiding Experiential Teaching Model in Track and Field Teaching in General Middle Schools [D]. Master's Degree Thesis of Beijing Sports University, May 2013.

\(^4\) Fu Jingzhi. "Teaching Design and Experimental Research of Basketball Course in Common Colleges and Universities Based on Experiential Teaching Concept" [D]. Master's Degree Thesis of Hangzhou Normal University, May 2018.

\(^5\) Wang Xintong and Xu Hanpeng [J]. "Experimental Research on Experiential Teaching in Aerobics Teaching in Colleges and Universities." "Contemporary Sports Science and Technology," School Physical Education, Volume 3, No. 31, 2013.
and generate a kind of love for sports from their hearts.\(^6\) According to the different explanations of the concept of experiential learning, we can see the complexity and diversity of its definition. It also shows that the concept of sports experiential teaching is not perfect and complete, lacks integrity and macroscopically and needs further discussion and exploration. According to the theory of experiential learning, combining with the characteristics of physical education and drawing lessons from the research results of previous scholars, it can be defined that "experiential teaching" in physical education course means that under the guidance of necessary intensive lecture, demonstration and help of physical education teachers, students can help each other through self-experiential learning, self-analysis and problem-solving. In the process of jointly promoting learning and evaluating the results of exercises in time, we constantly try, practice, explore, practice, reflect, break through, and finally achieve the goal of sports learning.

**Domestic Research Status of Experiential Learning**

Dai Tianjiao mentioned in "The Application of Experiential Teaching Mode in Aerobics Course" that the experiential teaching mode, as a new teaching concept, has a positive effect on improving the teaching quality of aerobics class and training high-quality aerobics talents. This paper expounds the significance and necessity of experiential teaching. The application of experiential teaching in aerobics class helps to bring students' subjectivity and creativity into full play and cultivate students' ability to analyze and solve problems.\(^7\) At the same time, it can improve students' innovative ability, and then improve their comprehensive sports quality. The practical application of experiential teaching has a positive impact on classroom teaching, especially on students' comprehensive ability.

Ren Wei mentioned in "Research on Experience Teaching Design in Middle School Aerobics Teaching" that because middle school physical education teaching is facing the trend of continuing reform, it is necessary to reform the enrollment system of physical education examination and improve the educational management system. Try experiential teaching, adhere to the main position of students, student-centered.\(^8\) Middle school physical education is facing reform, which provides a way forward for the new teaching method-experiential teaching. Experiential teaching is a breakthrough and attempt of traditional teaching. Experiential teaching meets the needs of teaching reform.

Li Liying mentioned in "The Application of Experiential Teaching Model in College Aerobics Course" that the Experiential Teaching Model always insists on training all-round development of high-quality talents, and applies it as a new teaching concept in Aerobics class, which improves the comprehensive quality of students. It is feasible and different. The existing teaching methods are more conducive to students' autonomous learning and more valuable.\(^9\) As a new teaching mode, experiential teaching is feasible and practical in Aerobics class.

Qiu Yanyan, Gao Zeng and Yang Liqun, in "Statistics and Analysis of Scientific Research Papers on Aerobics Teaching in China 2007-2016," said that scientific research papers on Aerobics are uneven. Firstly, we should start with teaching methods, innovate and reform new teaching methods, prove teaching through trial application and teaching experiments, so as to establish a new teaching method. Good scientific research foundation, for aerobics teaching to improve the theoretical and practical basis. The diversification of sports disciplines makes the development of various sports

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\(^6\) Li Yuhua and Li Cuixia. On College Physical Education Teaching Model Based on Experiential Learning Perspective [J]. "Shanxi Youth-Academic Discussions." March 2018 (1), 199.

\(^7\) Dai Tianjiao. "The Application of Experiential Teaching Model in Aerobics Course" [J]. "School Physical Education," Aerobics Teaching and Research Department. Department of Physical Education and Art, Harbin Institute of Physical Education. 2018 (Volume 8), No. 15.

\(^8\) Ren Wei. Research on Experiential Teaching Design in Middle School Aerobics Teaching [J]. Jilin Agricultural University, Basic Education. April 2014, 2014-04-0136-02.

\(^9\) Li Liying [J]. "Application of Experiential Teaching Model in College Aerobics Course." Sports World, No. 2 (Total No. 752), February 2016.
uneven. As far as aerobics is concerned, it is a wise choice to innovate teaching methods in order to improve the teaching quality of aerobics.

Meng Xianghong mentioned in the application of "experiential" teaching in Aerobics Teaching of higher vocational education that the improvement of comprehensive ability is of great significance for the development of innovative talents. Experiential teaching is the combination of theory and practice, through practical action to give full play to the greatest potential of students, let students experience the joy of participation, let students experience the joy of success. The application of experiential teaching method in Aerobics Teaching in higher vocational colleges is a baptism of body and mind for students, a test of teaching results for teachers, and a higher level of requirements for Aerobics class. The innovation of teaching methods brings about the improvement of the quality of classroom teaching and the improvement of teachers' level. It can be seen that introducing experiential teaching into aerobics class plays an important role in the development of aerobics.

To sum up, the application of experiential teaching in Aerobics class, compared with traditional aerobics class, has greater advantages, and has a positive impact on sports class. Through the previous experience of Aerobics application research foundation, can better provide a reference and make a paradigm for future in-depth research.

Research Objects and Methods

Section 1: Objects of study: An experimental study on the application of experiential teaching in aerobics class of Beijing No. 8 Middle School. There were 35 girls in each of the two classes.

Section 2: Research methods:
I. Documentation Method
II. Questionnaire Method

Before and after the experiment, the students' physical fitness and psychology were investigated and analyzed by relevant scales, which provided a favorable guarantee for the smooth progress of the whole experiment and a basis for the writing of later papers. A total of 2 questionnaires were issued one week before the experiment (self-regulated learning scale of physical education and individual skill evaluation scale of aerobics). Make sure the teaching progress of the two classes is the same, using the same day on the spot release, the same teaching content, to ensure the validity of the questionnaire issuance and recycling, and immediately recover after filling in. Among them, two classes have 35 students in each class, a total of 70 students. 140 questionnaires have been sent out and 140 questionnaires have been recovered, with the rate of 100% and 140 valid questionnaires with the rate of 100%.

III. Expert Interview Method
IV. Teaching experiment method

At the beginning of the semester, two classes of girls in the first grade of senior high school were selected as experimental subjects. One class was randomly chosen as experimental class and the other as control class. According to the requirements of the syllabus and textbooks, the experimental class and the control class have the same learning content and different teaching methods, and the corresponding experimental class schedule is worked out. From September to December 2018, there were 12 weeks and 48 class hours. Under the guidance of teachers, students can cooperate with each other to complete the semester's teaching tasks, and ultimately improve the teaching effect and quality of teaching research methods.

V. Testing Method

According to the needs of experimental research, the results of students' physical fitness, autonomous learning ability and students' academic performance are quantitatively collected and

10 Qiu Yanyan, Gao Zeng and Yang Liqun. Statistics and Analysis of Scientific Research Papers on Aerobics Teaching in China 2007-2016 [N]. Journal of Lanzhou College of Arts and Sciences, Vol. 32, No. 1, January 2018.
11 Meng Xianghong. "The Application of Experiential Teaching in Aerobics Teaching in Higher Vocational Colleges" [J]. "Contemporary Sports Science and Technology," School Physical Education, Volume 7, No. 04, 2017.
sorted through relevant measuring tools. The effects are revealed through the analysis of data, and the research methods of teaching effect law are explored. Measuring tools: (1) National Physical Health Testing Standards: The 2017 National Physical Health Testing Standards (Senior High School) Scale was adopted. The test items were determined as follows: 800 meters, forward bending of sitting position and 1 minute sit-up. Among them, 800-meter quality running is used to evaluate students' speed quality and endurance quality; sitting forward, static exercise is used to evaluate students' flexibility quality; 1 minute sit-up is used to evaluate students' core muscle strength and muscle endurance. (2) Sports Self-regulated Learning Scale: compiled by Wu Benlian and Ji Liu. (3) Calisthenics Individual Technical Assessment Form, cited from the National Calisthenics Scoring Rules.

VI. Method of Mathematical Statistics

SPSS19.0 was used to process the corresponding data, and independent sample t-test and paired sample t-test were carried out. Finally, the relevant data were analyzed and summarized to see whether there were significant differences among the test indicators. Through the P value, it can be concluded that there was no significant difference between $P > 0.05$ and $P < 0.05$; there was significant difference between $P > 0.05$ and $P < 0.05$.

Two classes are selected in the teaching experiment, the experimental class and the control class. The experiment lasted for three months and lasted for 12 weeks. Each class lasted 40 minutes. The experimental class was intervened by physical fitness class once a week, one optional self-study class, and the other two physical education classes were carried out according to the school’s plan; the control class was intervened by physical fitness class once a week, one optional self-study class, and the other two physical education classes were carried out according to the school's plan.

Table 1. A Case Study of Physical Fitness Course Teaching Plan for the Experimental Group.

| Course part | content | time |
|-------------|---------|------|
| Preparation part | (1) jogging (2) Freehand exercise: 1. head movement 2. shoulder movement 3. hip joint movement 4. lunge leg press 5. knee joint movement 6. wrist joint movement | 3min |
| Starting part | (1) Running practice 1. small step in place (three groups) 2. Small steps in the march (three groups) 3. in situ high leg lift (three groups) 4. high leg lift between the three groups (three groups) 5. in-situ vertical jump (three groups) + after running 6. round-trip running + speed running | 7min |
| Basic part | Mat movement (hand free) in series: 1. waist training 2. leg training 3. back muscle training 4. hip training | 25min |
| End section | 1. baby type 2. upper dog type, lower dog type 3. warrior one type, two type 4. mountain standing 5. sitting body flexion 6. lower waist 7. vertical fork 8. cat style | 5min |

Section 2: Data analysis of experimental group and control group after experiment Through the smooth progress of the teaching experiment, the reasonable control of the whole teaching process,
based on the experimental changes and the post-experimental comparison changes, to demonstrate the experimental hypothesis proposed before, and finally draw a series of corresponding conclusions. Therefore, this has played a certain role model and promoted the successful implementation of experiential teaching in the high school aerobics classroom.

Table 2. Statistics of Students' Self-autonomous Learning Scale after the Experiment.

| Content       | class          | N  | X±SD       | T    | P       |
|---------------|----------------|----|------------|------|---------|
| Learn motivation | Experimental class | 35 | 31.63±3.792 | -3.520** | .000     |
|               | Control class  | 35 | 27.87±3.838 | -    |         |
| Learn process | Experimental class | 35 | 31.61±3.703 | -2.610'  | .002     |
|               | Control class  | 35 | 28.94±3.591 | -    |         |
| Learn result  | Experimental class | 35 | 32.20±4.607 | -3.387** | .000     |
|               | Control class  | 35 | 28.59±5.604 | -    |         |
| Learn surrounding | Experimental class | 35 | 19.17±2.937 | -2.378'  | .002     |
|               | Control class  | 35 | 14.79±3.100 | -    |         |

The above Table is about the data analysis of the self-learning situation of the experimental class and the control class after the experiment. After the intervention of the experiential teaching method of 12 weeks, the independent self-learning situation of the experimental class and the control class students is tested by independent sample T test. It was found that the two groups of students' autonomous learning showed significant differences (P < 0.05), and the motivational dimensions of sports learning were more prominent.

Table 3. Statistics on Physical Fitness Test of Students after the Experiment.

| Content            | class          | N  | X±SD       | T    | P      |
|--------------------|----------------|----|------------|------|--------|
| 800 meters         | Experimental class | 35 | 90.2857±3.0788 | 2.51495* | .024   |
| Sit-ups            | Control class  | 35 | 89.7143±3.2134 | -2.110'  | .031   |
| Sitting body flexion | Experimental class | 35 | 55.343±2.055  | -2.0382' | .037   |
|                    | Control class  | 35 | 56.029±1.865  | -    |         |

The above Table is about the physical condition of the experimental class and the control class after the experiment. Through analysis, students in the experimental class and the control class showed significant differences in physical fitness. The experimental intervention of the 12-week experiential teaching method, the independent sample T test of the physical quality of the experimental class and the control class students, after the experiment found that the two classes of students have significant changes in physical fitness, whether it is the experimental class or In the control class, in the 800-meter, 1-minute sit-up quality, the effect is more obvious, and the experimental class score is higher than the control class score. It shows that the experiential teaching method can improve the physical quality of students in the aerobics program than the traditional teaching methods.

The above Table reflects the comparison of the performance of the experimental class and the control class after the experiment. It can be seen from the above table that after 12 weeks of experiential teaching, the student's performance has changed, p < 0.05, with significant difference. This shows that the application of experiential teaching in the elective course of middle school aerobics can improve students' ability to practice and stimulate students' creative thinking.
Table 4. Comparative Analysis of the Results of the Students in the Experimental Class and the Control Class after the Experiment.

| index              | class            | average score | Standard deviation | T value | P value |
|--------------------|------------------|---------------|--------------------|---------|---------|
| Password           | Experimental class | 82.96         | 2.77               | 0.48    | .043    |
| demonstration      | Control class     | 80.35         | 3.12               |         |         |
| Gesture emotion    | Experimental class | 88.26         | 1.28               | 0.41    | .045    |
| Control class      | 78.38            |               |                    |         |         |
| Action novelty     | Experimental class | 87.77         | 2.33               | 0.30    | .035    |
| Control class      | 73.63            |               |                    |         |         |

Table 5. Comparative Analysis of Group Performance after Experimental Class and Control Class Experiment.

| Content       | class            | N     | X±SD      | t      | P     |
|---------------|------------------|-------|-----------|--------|-------|
| Technical     | Experimental class | 35    | 47.240±1.5348 | -2.472 | .020  |
|               | Control class     | 35    | 42.744±2.5749 |        |       |
| team work     | Experimental class | 35    | 26.520±1.6876 | -2.459 | .028  |
|               | Control class     | 35    | 23.160±1.3794 |        |       |
| Orchestration | Experimental class | 35    | 8.879±0.183  | -2.132 | .043  |
|               | Control class     | 35    | 7.900±0.9618 |        |       |
| overall       | Experimental class | 35    | 9.793±0.4183 | -2.869 | .015  |
|               | Control class     | 35    | 7.700±0.8367 |        |       |

The above Table reflects the comparison of the results of the experimental class and the control group after the experiment. It can be concluded from the table that after the experiment, the results of the experimental class and the control group showed significant differences. Group performance is not the same as individual performance evaluation indicators, including technical evaluation, teamwork ability, scheduling ability, and overall evaluation. Then, the analysis can be concluded that the experimental class is higher than the level of the control class, whether it is in technical evaluation, teamwork ability, orchestration ability, or overall evaluation.

Conclusions
1. Applying experiential teaching method in middle school aerobics curriculum can effectively stimulate students' learning motivation, improve their physical quality and aerobics class performance.
2. Design of experiential teaching content in teaching experiment organization: Teachers play a guiding and guiding role in classroom teaching, focusing on students' main role, autonomous learning, teamwork, and courage to try and practice many times. Using multimedia teaching equipment, the teaching video of calisthenics is circulated and grouped reasonably. Students learn and correct wrong actions in the group. Especially in the last stage of demonstration, each group plays an innovative role and strives to achieve the best learning effect.
3. Through the data analysis after the experiment in the experimental class and the control class, the experiential teaching can effectively improve students' learning motivation and interest, enhance students' autonomy, and be more conducive to teamwork and innovation.
4. Through the data analysis of the experimental class and the control class, the application of
experiential teaching in middle school aerobics class can effectively improve the students' 800 meters and one minute sit-ups, but it is not obvious to improve the students' sit-up forward index.

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