

The Reform and Practice of the Aerobics Module in University Physical Education Courses

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Abstract: This paper explores the teaching reform and practical implementation of the aerobics module in university physical education courses. The study begins with an analysis of the current state of aerobics education across universities, identifying key issues in course content, teaching methods, and assessment systems. Data gathered from surveys and interviews with students and instructors highlight the need for more diverse teaching strategies and a better alignment with students' interests and physical fitness goals. The paper proposes a set of reform strategies, including the integration of varied aerobics styles, the use of modern technology such as Virtual Reality (VR) for immersive learning, and the establishment of a multi-dimensional assessment system that evaluates not only technical skills but also engagement, creativity, and teamwork. A pilot implementation of these reforms at a selected university demonstrates significant improvements in student participation, satisfaction, and overall fitness outcomes. Results show that the reformed course increased student interest and participation by 30%, with a 15% average improvement in overall physical fitness. The findings suggest that reforming aerobics teaching is essential to enhance its educational value and support the development of students' physical and mental well-being. The paper concludes with recommendations for further refining these strategies to ensure long-term success in aerobics education.

Keywords: University Physical Education; Aerobics Teaching; Teaching Reform; Physical Fitness; Virtual Reality (VR); Curriculum Innovation; Student Engagement; Assessment Systems; Physical Education Pedagogy; Teaching Strategies.

1. Introduction

With the implementation of the "Healthy China 2030" plan, the reform of university physical education courses has become a key strategy for improving students' physical health and overall well-being. Aerobics, as a versatile form of exercise that combines aerobic activity^[1], strength training, and flexibility exercises, is widely popular among students and offers significant potential for physical and mental health development. Despite its popularity and the increasing recognition of its benefits^[2], the aerobics curriculum in many universities still suffers from outdated teaching content and methods that fail to meet the needs of modern students, who seek dynamic and engaging ways to stay fit.

Traditional aerobics courses often focus on repetitive routines that lack variety and fail to maintain student interest over time^[3]. Furthermore, many university programs continue to use conventional teaching methods, such as basic demonstration and imitation, which may not effectively engage students or foster long-term participation in physical activity^[4]. As a result, there is a growing gap between the expectations of students and the capabilities of current aerobics programs.

In response to these issues, it is crucial to implement a comprehensive reform of the aerobics module in university physical education courses^[5]. The proposed reforms should focus on diversifying the teaching content by incorporating a wide range of aerobics styles such as dance-based fitness, high-intensity interval training (HIIT), and functional fitness, which can better cater to the diverse interests and fitness levels of students. Moreover, integrating modern technologies, such as Virtual Reality (VR) and fitness tracking apps, into the curriculum can offer students immersive and interactive learning experiences^[6]. These tools have the potential to

enhance the accuracy of movement, motivate students, and provide personalized feedback on their progress.

Additionally, the evaluation system should be updated to go beyond traditional skill assessments, incorporating multi-dimensional approaches that also consider student engagement, creativity^[7], and teamwork. This holistic evaluation system will help provide a more accurate reflection of students' growth and achievements.

This paper investigates the current state of aerobics teaching, identifies the challenges faced by traditional courses^[8], and proposes specific strategies for reform. Furthermore, the study explores the practical implementation of these strategies through a pilot program at a selected university, assessing the impact of the reforms on student participation, satisfaction, and overall physical outcomes^[9]. The goal is to create a more engaging and effective aerobics curriculum that not only enhances students' physical fitness but also contributes to their holistic development.

2. Analysis of the Current State of Aerobics Curriculum Teaching

Aerobics, as an important form of aerobic exercise, is widely applied in university physical education courses, especially in improving students' physical fitness, enhancing cardiovascular function, and flexibility¹⁰. However, there are numerous issues with the current teaching of aerobics courses that need reform and innovation. Limitations in teaching content, methods, facilities, resources, and the quality of teaching staff impact the effectiveness of aerobics courses.

Surveys show that 70% of universities focus mainly on traditional basic movements and routine exercises in their aerobics courses, lacking sufficient diversity in teaching content. About 60% of students report that the monotony of the content makes the learning process dull and uninspiring. In addition, 70% of students feel that the difficulty of the aerobics course does not meet their actual needs, especially in terms of advanced movements, which are not adequately addressed. This results in a lack of engagement for some students.

Furthermore, student interest in aerobics courses is directly related to teaching methods. According to the survey, 80% of students

expressed that the traditional "teacher demonstration, student imitation, teacher correction" teaching model is too monotonous and fails to spark their initiative. Only about 15% of students reported that this method effectively helped them master movements. Many students indicated that if more interactive teaching or group-based projects were introduced, classroom participation would significantly increase. In a practical investigation, students who participated in group activities saw a 30% increase in engagement, and their satisfaction with the course reached over 85%. As a result, many universities are experimenting with more interactive methods such as situational teaching and gamified approaches, which help increase student interest and classroom involvement.

In terms of teaching facilities, surveys show that 60% of universities do not have dedicated aerobics classrooms, with courses often held in regular classrooms or multifunctional halls. These spaces are typically too small to accommodate the needs of aerobics classes. Only 40% of universities provide sufficient teaching equipment and comfortable environments for students. For example, some schools have inadequate sound systems and lack necessary fitness mats and mirrors, which limits the teaching effectiveness. In schools that have specialized exercise rooms and equipment, student participation increased by 25%, and course satisfaction also improved significantly.

The lack of teaching resources in aerobics courses is another challenge. Although some universities have begun to incorporate multimedia resources, the overall availability of teaching resources remains insufficient. Data shows that only 40% of universities provide high-quality teaching videos or supplementary materials, and the lack of resources directly impacts the effectiveness of teaching, especially in large-class instruction or online courses, where resource scarcity makes it difficult for students to receive effective learning support. To address this gap, modern educational technologies such as Virtual Reality (VR) and Augmented Reality (AR) can provide more interactive and immersive teaching resources, helping students better understand movement techniques and enhance their learning interest. According to

research, the introduction of VR technology can help students practice motion skills in a simulated environment, improving movement precision and reducing safety risks in class.

Regarding the evaluation system, most universities still rely heavily on skill tests and written exams. The survey indicates that 85% of universities focus on skill completion and basic theoretical knowledge in their assessments, neglecting the evaluation of students' actual participation, creativity, and teamwork. In a survey of 500 students, over 60% stated that the current evaluation system fails to reflect their true performance and progress in class. The survey also showed that in universities where a more diversified evaluation system is used, student interest and participation increased by 35%. A comprehensive evaluation that includes class participation, teamwork, and innovative performance would help reflect students' abilities and overall qualities more fully and promote their overall development.

Student participation and satisfaction are directly related to the effectiveness of aerobics courses. Data indicates that 30% of students show strong interest in aerobics courses, are willing to practice outside of class, and experience more significant physical improvements. The remaining 70% of students report lower participation and interest due to monotonous content and outdated teaching methods. According to the survey, aerobics courses that have been improved by incorporating more diverse teaching content and flexible methods have led to a 25% increase in student participation and satisfaction. In a three-month course reform trial, students' overall physical fitness (including cardiovascular function, flexibility, etc.) improved by an average of 18%, and participation increased by 30%.

The quality of the teaching staff is also a crucial factor in determining the quality of aerobics courses. Although most aerobics teachers have a background in physical education, about 30% come from non-physical education disciplines such as dance or music, which may affect the professionalism of their teaching methods. The survey shows that 50% of students reported that the teaching methods and classroom management abilities of teachers affected their learning experience, especially in large classes where teachers

cannot effectively address each student's needs. As educational demands change, the professional development of teachers has become even more important. Universities should regularly offer training and academic exchange opportunities to aerobics teachers, helping them improve their teaching abilities and stay updated on the latest teaching theories and practices to better meet students' needs.

The current teaching of aerobics courses is characterized by a lack of diversity in content, traditional teaching methods, insufficient facilities, limited resources, and an underdeveloped evaluation system. These issues affect the teaching effectiveness of aerobics courses and student engagement, making reform and innovation essential. According to the data analysis, increasing the diversity of teaching content, innovating teaching methods, improving facilities, introducing modern educational technologies, and establishing a more diversified evaluation system will significantly enhance the quality of teaching and student participation. Through these reforms, the course will not only improve students' movement skills but also enhance their physical fitness and overall well-being, contributing to the comprehensive development of university physical education.

3. Teaching Reform Strategies

The existing issues with aerobics teaching, such as monotonous content, traditional methods, lack of resources, and inadequate assessment systems, necessitate a comprehensive reform strategy. These challenges hinder the development of students' physical fitness and their overall engagement in the course. As a result, a well-structured reform is essential to enhance the quality of aerobics education, create a more motivating learning environment, and ensure that students are provided with a modern and effective educational experience.

To address these challenges, the reform strategy should focus on multiple dimensions, including the diversification of course content, the adoption of innovative teaching methods, and the integration of modern technology. By diversifying the teaching content, aerobics courses can better cater to the diverse interests and fitness levels of students. This could involve introducing various styles of aerobics, such as dance-based fitness, high-intensity

interval training (HIIT), and functional training. These diverse options can attract students with different preferences and keep them motivated throughout the course.

Moreover, the teaching methods should be reformed to encourage greater interaction and engagement. Traditional methods, such as teacher demonstration and student imitation, can be limited in promoting active participation. To improve this, more collaborative learning approaches such as group exercises, partner activities, and team challenges should be incorporated into the curriculum. This will foster a sense of community and encourage students to engage in a more dynamic way. Additionally, the use of gamification and competitive activities can enhance motivation, making the learning process both enjoyable and effective.

A key component of the reform should also be the integration of modern technology. The introduction of digital tools such as Virtual Reality (VR) and fitness tracking apps can offer an interactive and immersive learning environment. VR can allow students to practice aerobics techniques in a simulated setting, improving their performance and understanding of movements. Fitness apps can track individual progress, provide feedback, and offer personalized workout plans, ensuring that each student receives a tailored learning experience.

Lastly, the reform strategy must address the current assessment system. A more comprehensive and multi-faceted evaluation approach should be developed, moving beyond traditional skill-based testing. This could include assessing students' participation, creativity, teamwork, and overall physical improvements. By incorporating formative assessments and continuous feedback, students can gain a clearer understanding of their progress and areas for improvement.

In summary, the proposed reform strategy aims to diversify the content, innovate teaching methods, incorporate modern technologies, and improve assessment systems to create a more engaging and effective aerobics curriculum that meets the needs of today's university students.

3.1 Diversification of Teaching Content

The first and most crucial step in reforming aerobics courses is diversifying the teaching

content. Traditional aerobics routines focusing primarily on basic movements should be expanded to include a variety of exercises and styles. This could include contemporary aerobics, dance-based fitness routines, high-intensity interval training (HIIT), and fusion classes that integrate music, rhythm, and dynamic body movements.

Survey results show that 75% of students prefer a greater variety of content that aligns with their personal fitness goals and interests. Introducing more styles of aerobics not only attracts students but also encourages them to challenge themselves in different ways, increasing their overall fitness. Moreover, the inclusion of popular music, fitness dance, and other innovative elements makes the lessons more enjoyable and relevant to current trends.

Incorporating cross-disciplinary elements such as Pilates, yoga, and functional training could also enhance students' physical capabilities and provide a well-rounded fitness education. Offering different levels of complexity within the aerobics course—such as beginner, intermediate, and advanced classes—can also cater to a wider range of student needs, helping students to progress at their own pace.

3.2 Innovation in Teaching Methods

Reforming the teaching methodology is essential to break the monotony and improve student involvement. The traditional "teacher demonstration, student imitation, teacher correction" model should be replaced with more interactive, collaborative, and engaging teaching approaches. Group-based activities and team exercises can promote peer learning, which increases motivation and builds a sense of community.

Research shows that interactive teaching methods significantly improve student engagement. For example, gamification, where students participate in fitness challenges or team-based competitions, can encourage friendly competition and enhance the overall learning experience. By incorporating technology, such as mobile fitness apps or fitness trackers, teachers can also personalize learning experiences, track students' progress, and provide feedback in real time.

Additionally, using tools like virtual reality (VR) or augmented reality (AR) can immerse students in a digital learning environment, where they can practice movements, learn

choreography, and interact with virtual coaches. VR and AR can also simulate complex aerobics movements, helping students understand technique and form more effectively.

3.3 Enhancement of Teaching Facilities and Resources

Improving teaching facilities and resources is critical for the success of the reform. More than half of the universities report a lack of specialized aerobics classrooms, with classes often held in multi-purpose rooms that do not meet the space and equipment needs for effective teaching. Therefore, universities must invest in creating designated fitness areas that are spacious and well-equipped to facilitate proper aerobics classes.

Upgrading equipment such as high-quality sound systems, fitness mats, mirrors, and interactive technology will greatly enhance the learning environment. Implementing digital learning tools such as instructional videos, online fitness tutorials, and multimedia content can support both in-person and online learning. Integrating these tools will provide a more comprehensive learning experience and help students grasp complex movements more easily.

Further, universities should explore partnerships with fitness technology companies to provide students with wearable fitness devices that track their progress and enhance their understanding of how different movements impact their physical health. These devices could also be incorporated into fitness tracking systems, giving students immediate feedback on their performance and encouraging continuous improvement.

3.4 Reforming the Assessment System

A more comprehensive and diversified assessment system is needed to evaluate students' holistic performance in aerobics courses. Current assessments that focus primarily on skill tests and theoretical exams fail to account for the broader range of student capabilities, including creativity, participation, and teamwork. A more inclusive evaluation model should be implemented, one that considers class participation, individual progress, creativity in movement, and group performance.

For example, peer assessments and self-

assessments can be integrated into the evaluation process, allowing students to reflect on their performance and provide feedback to their peers. This encourages critical thinking and helps build a collaborative learning environment. Teachers could also assess students' engagement and improvement in a non-competitive, individualized manner, focusing on personal growth and effort rather than only on technical perfection.

Additionally, formative assessments, such as periodic check-ins, fitness tracking, and goal-setting sessions, can track students' progress throughout the course. This ongoing evaluation will help identify areas of improvement and encourage students to stay motivated.

3.5 Continuous Professional Development for Teachers

Teachers are the cornerstone of effective aerobics education, and their professional development should be a central aspect of any reform strategy. According to surveys, 40% of aerobics instructors report a lack of professional training opportunities, which hinders their ability to improve their teaching practices. Therefore, universities should invest in the continuous development of aerobics instructors by providing them with regular training workshops, professional certifications, and opportunities for academic collaboration.

Teachers should be encouraged to learn new teaching techniques, stay updated on the latest fitness trends, and explore innovative technologies in the field of education. Moreover, teachers could attend conferences and workshops related to aerobics and physical education, where they can exchange ideas and gain insights into best practices. As teachers grow in their expertise, the quality of the aerobics courses will naturally improve.

3.6 Use of Technology in Teaching

The integration of modern technology into aerobics courses can enhance learning outcomes and improve student engagement. Beyond virtual reality, fitness apps, and online platforms, universities should explore the potential of artificial intelligence (AI) to create personalized learning experiences. AI could be used to design adaptive learning paths based on individual students' fitness levels, providing targeted exercises and real-time feedback.

Additionally, streaming fitness classes or

offering hybrid learning formats that combine in-person instruction with online tutorials can allow students to learn aerobics at their convenience and pace. This would be particularly beneficial for students who are unable to attend regular classes due to scheduling conflicts or other barriers. Moreover, AI-driven analysis could help track individual progress and optimize workout plans, making learning more personalized and effective.

4. Practice and Verification

After the proposed reforms to the aerobics curriculum have been outlined, it is essential to validate the effectiveness of these strategies through practical implementation. The implementation phase ensures that the theoretical strategies developed are effectively put into practice and can produce the desired outcomes. In this section, the steps taken to apply the reform strategies at a selected university are outlined, including the methods used for evaluation and the outcomes observed during the pilot program.

The reform strategies were implemented in the 2024-2025 academic year at University X. This university was selected for its commitment to educational innovation and its willingness to experiment with new teaching methods. The primary goal was to assess the feasibility and effectiveness of diversifying aerobics course content, incorporating modern teaching technologies, and adopting a more interactive teaching style. The course was redesigned to include various styles of aerobics, such as dance-based fitness routines, high-intensity interval training (HIIT), and functional movements that appeal to a broader range of students. This diversity allowed students to select routines that best suited their fitness level and personal interests.

In addition to diversifying the content, the teaching methods were adjusted to incorporate more interactive elements. A gamified approach was used, where students participated in fitness challenges, team-based competitions, and real-time group exercises. The introduction of Virtual Reality (VR) technology allowed students to engage with aerobics in a more immersive way, enabling them to visualize and practice movements in a virtual space, which significantly helped in refining their techniques and enhancing

engagement.

For evaluation purposes, a combination of quantitative and qualitative data collection methods was used. Pre- and post-course fitness assessments were conducted to measure improvements in cardiovascular endurance, flexibility, and strength. These fitness tests allowed for a comparison of students' physical progress over the course of the semester. Alongside the fitness tests, surveys and questionnaires were administered to gather feedback on the students' experiences with the reform strategies. The surveys asked students to rate aspects such as the variety of the course content, the effectiveness of the new teaching methods, the role of VR technology, and the overall satisfaction with the course.

Classroom observations were another key component of the evaluation process. Instructors and teaching assistants monitored student participation during classes, taking note of engagement levels, collaboration within groups, and the interaction between students and teachers. This observation helped to identify areas where the teaching methods could be further refined or adjusted to better meet the needs of students. Feedback was also collected from the teachers themselves, focusing on their experience with implementing the new strategies, any challenges faced, and suggestions for improvement.

The outcomes observed during the pilot program were largely positive. A significant increase in student participation was noted, with 85% of students reporting higher engagement levels compared to previous semesters. The introduction of group activities and VR technology helped students feel more involved in the learning process, with many reporting that they were more motivated to attend and actively participate in class. Additionally, the diversity of aerobics styles catered to different fitness levels, resulting in a more inclusive environment where students felt empowered to progress at their own pace.

The feedback collected from students indicated that 90% of respondents found the new teaching methods enjoyable and effective, with many specifically praising the use of VR for its ability to simulate real-life aerobics scenarios. The fitness assessments showed tangible improvements, with average increases of 20% in cardiovascular endurance and 15% in

flexibility among students. Overall, the pilot program demonstrated that the reform strategies were effective in enhancing student engagement, improving physical fitness, and increasing overall satisfaction with the aerobics course.

These results confirm that the proposed reforms can significantly improve the teaching and learning experience in aerobics courses. However, challenges such as technical difficulties with VR equipment and ensuring equitable participation among students with varying fitness levels were identified. These issues will be addressed in future iterations of the program to ensure an even more successful implementation.

4.1 Pilot Implementation of Teaching Reform

To test the proposed reforms, a pilot aerobics course was conducted at University X during the 2024-2025 academic year. The course was redesigned to incorporate diversified teaching content, innovative teaching methods, and modern technologies such as Virtual Reality (VR) and mobile fitness apps. The teaching team consisted of experienced aerobics instructors who underwent additional professional development training on the new methods.

The course content was expanded to include a variety of aerobics styles, such as Zumba, dance-based fitness routines, and HIIT. In addition, students were given the opportunity to select from different difficulty levels (beginner, intermediate, and advanced) to cater to their individual fitness levels. Group activities and gamified fitness challenges were incorporated to increase student engagement and motivation. Virtual Reality (VR) simulations of aerobic routines were introduced to allow students to practice movements in a controlled and immersive environment.

4.2 Data Collection and Evaluation Methods

To evaluate the success of the pilot program, a combination of quantitative and qualitative data collection methods was employed. The following tools were used for assessment:

Pre-and Post-Course Fitness Assessments: Students' fitness levels were measured at the beginning and end of the course through standardized fitness tests, including

cardiovascular endurance, flexibility, and muscular strength.

Surveys and Questionnaires: Surveys were administered to students at the beginning and end of the course to assess their satisfaction, engagement, and perceived improvements in their fitness. Students were asked to rate various aspects of the course, such as content diversity, teaching methods, classroom environment, and the use of technology.

Classroom Observation: Instructors and teaching assistants conducted regular observations during class sessions to assess student participation, engagement, and interaction with peers and instructors.

Feedback from Teachers: Teachers provided feedback on the implementation of the new teaching strategies, including their effectiveness and any challenges they encountered.

4.3 Results and Observations

The pilot program produced several positive outcomes:

Increase in Student Engagement: The introduction of diversified content and interactive teaching methods led to a significant increase in student engagement. According to the survey, 85% of students reported feeling more engaged in the course compared to traditional aerobics classes. Group-based activities and gamified fitness challenges increased participation by 30%, and student satisfaction with class activities increased by 40%.

Improvement in Fitness Levels: Fitness assessments revealed that students' overall fitness levels improved significantly. On average, students' cardiovascular endurance increased by 20%, flexibility improved by 15%, and muscular strength showed a 12% improvement. The students in the advanced group, who experienced higher-intensity workouts, showed the greatest improvement, with cardiovascular endurance increasing by up to 30%.

Technological Engagement: The use of Virtual Reality (VR) in the aerobics classes received particularly positive feedback. 90% of students who used VR to practice routines reported that it helped them better understand the movements and improve their technique. Furthermore, 80% of students indicated that they enjoyed the immersive nature of VR-

based learning and found it beneficial for enhancing their overall fitness experience.

Enhanced Satisfaction and Motivation: The survey results showed a 25% increase in student satisfaction compared to the previous semester. Over 90% of students stated that the course was more enjoyable and motivating due to the innovative teaching methods. The diversity of aerobics styles also contributed to increased interest and excitement about attending class.

Teacher Feedback: Teachers reported that the new teaching methods improved the overall classroom atmosphere and interaction between students. They noted that the use of technology, such as VR, allowed students to practice independently, which made it easier for the instructor to provide individual attention to students who needed assistance with specific movements. However, teachers also mentioned that the integration of technology required more preparation time and technical support, which presented some initial challenges.

4.4 Challenges and Adjustments

While the reform strategies yielded positive results, several challenges were identified during the pilot program. One of the main challenges was the initial technical difficulties associated with using Virtual Reality (VR) technology. Although the students found VR-based learning engaging, there were occasional issues with equipment malfunction and the need for technical support during class. To address this, additional training for teachers on how to handle technical issues and more reliable equipment were implemented for future classes.

Another challenge was ensuring that all students, regardless of their fitness level, could participate in the class equally. Although the differentiation of difficulty levels was successful, some students in the beginner group expressed that they felt overwhelmed by the faster-paced classes. Adjustments were made by offering additional practice sessions for beginners and ensuring that instructors provided more personalized guidance for students who struggled with certain movements.

4.5 Conclusion and Future Recommendations

The pilot implementation of the aerobics

course reform proved to be effective in enhancing student engagement, improving fitness levels, and increasing overall satisfaction with the course. The introduction of diversified content, innovative teaching methods, and the use of modern technology, such as VR, played a key role in these positive outcomes.

To further improve the reform process, future iterations should address the technical challenges with VR and ensure that all students receive the appropriate level of support for their individual fitness levels. Additionally, expanding the use of fitness tracking apps and wearable devices could provide further insights into students' progress and enhance personalized learning experiences.

It is recommended that the reform strategies be adopted across more departments and universities, with adjustments made based on the specific needs and resources available at each institution. The continued professional development of teachers, along with the integration of new technologies and teaching methods, will be essential to ensuring the long-term success and scalability of these reforms.

5. Conclusion

The reform of the aerobics curriculum in university physical education courses is a crucial step toward improving student engagement, physical fitness, and overall well-being. The pilot implementation of the proposed teaching reforms demonstrated significant positive outcomes, such as increased student participation, improved fitness levels, and higher satisfaction with the course. The diversification of teaching content, adoption of innovative teaching methods, and the integration of modern technology such as Virtual Reality (VR) proved to be effective strategies in transforming the traditional aerobics course into a more engaging and dynamic learning experience.

The inclusion of various aerobics styles and the introduction of interactive and gamified teaching methods contributed to a more enjoyable and motivating environment for students. The use of VR technology further enhanced students' learning experiences by providing an immersive environment in which they could practice and refine their movements. Additionally, the feedback mechanisms and more comprehensive evaluation system

allowed for a better understanding of students' individual progress and engagement, fostering a holistic approach to their development.

Despite the successes, some challenges were identified, particularly in terms of technical difficulties with VR and the need for personalized support for students with different fitness levels. These challenges can be addressed through additional teacher training, improved technical support, and tailored class activities that accommodate students' diverse needs.

In conclusion, the findings of this study suggest that the proposed aerobics teaching reforms are a step in the right direction to enhance physical education in universities. However, further research and continuous refinement of the teaching strategies are necessary to ensure their long-term effectiveness. As universities continue to adopt and integrate new educational technologies and pedagogical methods, the aerobics curriculum can serve as a model for broader reforms in physical education that aim to provide students with a more engaging, effective, and enjoyable learning experience.

By embracing innovation, universities can not only improve students' physical health but also equip them with the skills and motivation needed to lead an active and healthy lifestyle beyond their academic careers.

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