

# On Application of Open Style Teaching to Body-building Exercises Teaching

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**Abstract.** Looked from the pedagogy, "Open style teaching" is transforms the entire teaching activity into the student and teacher's contact. The original teaching thought by the way which will liberate completely takes the teaching the essential target and the method, the entire classroom nearly all is teacher and the student completes by under the many kinds of form mass sports activity mutual function. Applies the "open style teaching" in the body-building exercises teaching, it will break the original content system of the body-building exercises teaching, it enables the teacher to become the friend who student's partner and may rely on. So it is necessity to attempt this new teaching way — "open style teaching"

## 1. The Emergence of Open Style Teaching

Clough, who is a German Educator, has ever said: "The standard to measure the teaching plan whether it has teaching quality or not is not to see if the actual teaching is consistent with the plan as far as possible, but to see if this plan enables teachers to take a form which can be demonstrated in teaching and flexible, enables students to learn creatively and even by this way makes contribution for the development of their conscious abilities—even the limited contribution. "In the Aerobics teaching, an equal encounter in spirit of teachers and students means that teachers are trained in an equal manner in the process of sharing their experiences with students, means that learning can bring teachers and students into an unknown area that is not yet familiar, means to pay more attention to students' individual life, especially the inner world, means to express the approval of the arguments between the students from different perspectives, and mean that teachers are broad-minded and will always be a learner. In this process, teachers don't consider themselves as the owner of absolute truth, don't appear as a superior academic authority, don't become a "instigator "and "discipline "that students disgust and don't kill the enthusiasm of students who were born with sparks to explore the world. The teacher is only the founder of the communicative environment, the instructor of the open style teaching, and the listener who expresses the unique opinions of the students and they are the partners of the students' games and the friends that students can depend on. Teachers and student can learn from each other and cooperate with each other, and ask students to play their individuality and emphasize their individuality as much as possible to realize themselves. Students can become mature through this education, are able to get rid of education ultimately, can extricate themselves from the state of this education, and even have an independent personality and independent ability.

## 2. The Characteristics of Open Style Teaching

Open style teaching thinks aerobics teaching is an interactive learning process and is a process of interaction between teachers and students through various intermediaries, such as cognition, emotion, attitude, values and so on. In this process, the communication between teachers and students is the combination of teaching activities and learning activities. The whole classroom is a group of teachers and students interacting with each other in teaching activities in many ways. The implementation of open style teaching requires students to have a certain level of cognition. But the level of cognition of students develops constantly and knowledge is also accumulating and increasing constantly. With the growth of students' age, their self-consciousness and willpower are obviously enhanced, their

character tends to be stable, and they can overcome the difficulties actively and consciously and have a certain sense of responsibility. Moreover, open style teaching has changed the spatial form of traditional classroom teaching and the structure of time. For example, in the content of the aerobics course, teachers can teach in groups and look around the groups in order to understand the process of learning activities in each group. They can exchange views with their students at any time and help the groups and individuals who are in trouble. At the structure of time, open style teaching advocates that teachers should spend less time on teaching individually and The time of students communicating with teacher, group discussion and inter-group exchange should be increased, thus ensuring students' communicative learning in time.

### **3. The Principles of Open Style Teaching Model**

#### **3.1 The Principle of Reasonable Communication.**

Modern existentialism holds that “teachers are neither the source of students’ knowledge nor the porters. They must respect the existence of students.” Bruner, a famous American psychologist, once said, “The most important thing in education is to treat students as living beings.” Then, the key to realize the reasonable communication is to set up the correct view of teacher and student. Cooperative communication between teachers and students should be carried out equally in a democratic atmosphere. Their relationship must be harmonious, frank and honest, open, inclusive and mutually supportive. Teachers should enter the students’ inner world as equal partners and promoters and realize that students are the masters of study. They can’t consider themselves as an authority on the teaching process. Students can choose the impact of education rather than accept it unconditionally. They have different learning experiences, learning goals and personality traits that restrict learning. The ways, methods, ideas of the learning task that they accomplished and the understanding of the problems are not necessarily in full accordance with the textbooks or teachers’ scheduled tracks, but they should have their own initiative and creativity. Teachers should enable students to learn knowledge, and at the same time learn to do things, learn to survive, and learn to behave.

#### **3.2 The Principle of Interdependence.**

In the open style teaching, teachers should create an interdependent communication environment for students, which include the physical and mental circle environment, and enable students to fully embody their subjectivity in the process of completing their study tasks. First, the interdependence of goal, teachers provide each study group with one or more common goals. The realization of goals depends on everyone and is not only for their own success, but for the success of the team as a whole. This strong motivation will enable students to be more involved in teaching for longer periods of time and accomplish the every task as better as possible. Second, the interdependence of role, everyone has their own roles and tasks, so each student has equal opportunities to participate in communication, to express himself and to help others. This kind of learning enhances students’ sense of responsibility, self-esteem and sense of belonging. Third, the interdependence of reward, that is, the groups share the achievement together. The principle of encouragement is whether the average performance of the group is higher than that of the past. The students whose ability is weak make contribution to the groups as much as the contribution made by students whose ability is strong. They had the same chance to score for the group. Rewards enable students to enjoy more successful happiness and motivate them to continue to try their efforts to succeed and to help others achieve success.

### **4. The Application of Open Style Teaching**

The open style teaching advocates that the teaching process should be based on the atmosphere which can arouse the initiative and creativity of students and learning is exploratory, not just completing the required tasks; Open style teaching advocates that teachers should pay attention to training students’ ability of finding and solving problems, especially the ability to solve practical problems creatively; Open style teaching suggests that physical education teachers should step out of the “central position” and establish an identity of “cooperator” and “guide” in the middle of students.

The teacher is no longer just imparting knowledge, but helping students to discover, organize and manage knowledge, guide them rather than shape them, and open and master the exploration boat of Aerobics learning with students. For example, in the preparation stage of aerobics teaching, open style teaching requires teachers to create a certain teaching situation and atmosphere, so that students have an inherent learning needs. For example, before teaching the technique, the teacher can prepare a fragment of the competition to let the students know the actual operation of the technical action, so that the students' interest in learning can be transferred. Then, the teacher will explain the contents and provide protection and help for the students while they are teaching the technical movement. Meanwhile, the students also can ask the teachers questions and discuss with each other. In this process, teachers should guide students to create a learning atmosphere of mutual teaching, learning and helping each other and focus on training students' good cooperation and communication skills. In teaching, teachers should encourage students to help each other, and arrange students to teach and learn from each other in a planned way. When necessary, students with better physical education scores can be assigned to help the students with lower scores. Teachers can help students to be helpful, open-minded and studious, so that they can create a good environment for students to interact with each other.

## **5. The Specific Strategies of Open Style teaching**

(1) the teacher should fully understand the teaching materials and make adequate preparations, and then recreate the teaching materials according to the student' age characteristics, physical and mental conditions, and cognitive rules. The teachers need to collect data and information. And according to the existing knowledge, skills, skills and cognitive levels of the students, they create a variety of teaching situations and formulate appropriate teaching goals. It is helpful to motivate the internal drive of students who have different personalities to explore and consciously use interviews, Internet, books and periodicals, newspapers and other methods to collect information and information. In the process of obtaining information, teachers should master the principles of physical education, consolidate the knowledge they have already learned and understand the knowledge of marginal subjects and so on. They also need to collect, summarize, discuss and analyze the information and the facts. In order to make students avoid detours and improve learning efficiency, the teacher should understand the students encountered difficulties and their needs, in order to provide them with timely inquiry learning needs of rich data and information, give them the grafting relation of new and old knowledge and let the students make a meaningful choice. For example, when teaching students aerobics arrangement and referee knowledge, they also ask students to look up the materials by themselves and find out the referee knowledge of badminton, basketball and so on. In this way, it not only increases the knowledge level, deepens the memory, but also stimulates the students' extensive interest in learning.

(2) Create situations, ask questions, and stimulate students' interest in learning. Teachers should correctly guide students, seize the opportunity and mobilize the enthusiasm of students, so as to promote the development of students' various abilities. Zhu Xi once said, "Reading without doubt is a question of teaching." Therefore, in the process of teaching, physical education teachers should be good at creating appropriate problem situations and encourage students to take the initiative to challenge. According to the aerobics teaching goal, teachers should find out the contents which are closely related with aerobics teaching and the knowledge that can stimulate the students' interest. At the same time, teachers should seek the opinions of the students and guide them to find and put forward questions that need to be explored. For example, why does aerobics develop the correct posture of students? What are the new features in the development of modern aerobic techniques? How to learn aerobics well?

(3) In the open style teaching, we should pay attention to the scientific organization of the classroom and cannot ignore the discipline of the classroom. It is necessary to ensure that the

classroom is relaxed and open, but also has a certain constraint, so as to “shape is scattered, God is not scattered.”

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