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Comparison of Aerobics Teaching to Combines Online and Offline Learning with Traditional Teaching of Guangdong Vocational College Students in China

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Abstract

Background and Aim: China Education Modernization 2035 means In 2019, the Central Committee of the Communist Party of China (CPC) and the State Council released China Education Modernization 2035, which addresses current problems in education, proposes the construction of intelligent campuses, and promotes the views of education information change, among other things. There is no modernization without informatization, and informatization in education will certainly become a powerful means to improve the quality of teaching and learning. The integration of network teaching methods (such as TED, MOOC, etc.) has arisen because of the combination of informatization and education. Studying the literature the research decided to study research on the use of online and offline teaching modes in aerobics teaching, which is the trend of the times. Through statistical data and experimental research, we know that the application of hybrid teaching methods is growing year by year in foreign education and teaching. The hybrid teaching method is in line with the current trend of the times, in the trend of the times, the hybrid teaching method is undoubtedly the most suitable teaching method for higher education at this stage.

Materials and Methods: The research has 4 steps: Step 1 Study general information literature and consult an expert study advisor. Step 2: Creating teaching tools. Step 3: Results of the study of online and offline teaching and normal teaching. And Step 4. Results of comparing normal teaching with online and offline teaching, divided into a control group and an experimental group.

Result: This research study is quasi-experimental research combining aerobics teaching using normal teaching and comparing it with online and offline teaching to study the results of normal and online offline teaching to be compared for 14 weeks, divided into the experiments, which had a control group and an experimental group, were statistically analyzed using a computer program.

Conclusion: Using a quasi-experimental design, this study compares the efficacy of offline, online, and traditional aerobics teaching methods over 14 weeks. A statistical analysis was conducted on the data, taking into account the control and experimental groups.

Keywords: Comparison; Online teaching and offline; Aerobics; Traditional teaching

Introduction

The rapid development of information technology and the construction of intelligent campuses should be coordinated to build an integrated intelligent teaching, management, and service platform. The strategic tasks of China Education Modernization 2035 emphasize the development of high-quality education and teaching with Chinese characteristics at the world's advanced level, the enhancement of the ability to cultivate and innovate talents at the first level, the promotion of high-level and high-quality education at all levels for universal access, and the acceleration of the transformation of education in the age of information technology, among other things.

The traditional teaching method has accumulated rich teaching experience from the past to the present. In the classroom, the teacher adopts a centralized face-to-face teaching method to guide the students to grasp knowledge systematically and quickly, which improves teaching efficiency. At the present stage of sports teaching and training the hybrid teaching method has been used in swimming, basketball, table tennis badminton, and other sports specialties, to guide the teaching and training of special courses play a positive impact, these courses through the collection of experimental data from students, the data will be analyzed to find out the existence of the teaching problem, the teaching process with a scientific teaching method targeted guidance to improve the learning effect of the students. (Wang & Hu, 2019).

Studying the literature the research decided to study research on the use of online and offline teaching modes in aerobics teaching is the trend of the times. Through statistical data and experimental research, we know that the application of hybrid teaching methods is growing year by year in foreign education and teaching. No matter in which aspect or which discipline it is explored and applied, it has achieved quite good research results, showing the way for education to adapt to the development of the times.

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Objectives

1. To summarize online and offline teaching and to study aerobics teaching techniques.
2. Comparison of traditional and combined online and offline models of teaching aerobics.
3. Research of models for teaching aerobics.

Literature Review:

A review of the literature and related research, this study is a comparative study of the combination of online and offline aerobics teaching with traditional forms of teaching for students in vocational colleges and universities in Guangdong, China.

1. Theoretical Concept of Aerobics,2. Theoretical Concept of Online Teaching Method,3. The Concept of Offline Teaching Method,4. Expert,5. lesson plan,6. Related Research,6.1 Domestic Research,6.2 International Research

1. Concepts and Theories

1.1 Theoretical concept of aerobics

Concept of sport aerobics

History of aerobics in China

1. Pre-20th Century: Traditional Chinese culture has long emphasized practices that promote health and well-being, such as Tai Chi, Qigong, and various martial arts. These activities incorporate movement, deep breathing, and mindfulness, and they can be seen as precursors to modern aerobic exercises.

2. Late 19th to Early 20th Century: During this period, China experienced significant political and social changes, including foreign influence and the spread of Western ideas. Some Chinese intellectuals and educators began promoting physical education and fitness as part of a broader modernization effort. However, these efforts were still grounded in traditional practices and were not yet similar to what we would recognize as modern aerobics.

3. Maoist Era (1949-1976): After the Communist Party came to power, physical education and fitness were promoted as a way to build a strong and disciplined populace. This period saw the promotion of mass calisthenics and group exercises, often performed in public squares, as part of the "Healthy China" movement.

4. Late 20th Century: As China began to open up to the world in the late 20th century, Western influences started to impact various aspects of Chinese society, including fitness practices. Aerobics, as it was popularized in the West, started to gain traction in urban centers. The energetic group exercise routines, often set to music, resonated with the desire for a modern and healthy lifestyle.

5. 1990s and Beyond: With increasing exposure to global fitness trends, various forms of aerobics, including dance-based and high-intensity workouts, became more widespread in China. Fitness centers and gyms began offering aerobics classes, attracting people seeking diverse ways to stay in shape. Moreover, as Chinese cities became more affluent, the pursuit of personal fitness and wellness became a status symbol for some individuals.

6. Cultural Adaptations: ** While modern aerobics has taken root in China, it's important to note that the practice has often been adapted to Chinese cultural preferences and norms.

1.2 Basic knowledge of aerobics

Aerobics is a form of physical exercise that involves rhythmic and continuous movements designed to improve cardiovascular fitness and overall endurance. The term "aerobics" comes from the word "aerobic," which refers to activities that require oxygen to produce energy and can be sustained over an extended period. Here are some basic aspects of aerobics: 1. Cardiovascular Exercise,2. Types of Aerobics.3. Benefits of Aerobics,4. Duration and Frequency

1.3 The music structure consists of Aerobics music structure

Aerobics music is designed to facilitate energetic and rhythmic movements during aerobic exercise routines. While there's no strict format that all aerobics music must follow, there are certain characteristics and guidelines that are commonly followed to create an effective and engaging music structure for aerobic workouts. Here's a typical structure:

Remember, while this is a common structure, aerobics instructors and fitness professionals might adapt it based on the specific needs and preferences of their participants. The primary goal is to create a music playlist that complements the workout and keeps participants motivated and engaged.

1.4 Classification of Aerobics

As of my last knowledge update in September 2021, aerobics is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines. It's usually performed to music and aims to improve cardiovascular fitness, flexibility, and muscular strength.

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2. Theoretical Concept of online teaching method

Online pedagogy refers to the use of online educational resources, such as the Internet and digital technology, to conduct teaching and learning activities through online platforms. The following are some common online teaching methods:

Video teaching: Teachers present the course content to students in an audio-visual way by recording videos. Students can watch the video on their own time and place and learn at their own pace.

Live broadcast lecture: Teachers conduct real-time lectures through the webcast platform, and students can log on to the web platform to watch the live broadcast course at the designated time and interact with the teachers.

These are some common online teaching methods; teachers can choose the appropriate teaching methods according to their teaching needs and students' characteristics to improve the teaching effect and students' learning experience.

Research Related to Online Pedagogy

Online pedagogy has become an important part of modern education and is receiving more and more attention and research. The following are some directions and results of related research:

Effectiveness evaluation of online teaching: Researchers explore the differences between online teaching and traditional teaching, as well as the advantages and disadvantages of online teaching by evaluating the effectiveness of online teaching.

In conclusion, the online teaching method is an emerging educational model with broad development prospects and application space. Future research and exploration will further promote the innovation and development of online pedagogy and make greater contributions to the cause of education.

3. The Concept of the offline teaching method

Offline teaching method refers to traditional classroom-based teaching methods, in which students and teachers interact face-to-face in a physical classroom environment. In offline teaching, the teacher is usually the main source of knowledge and information, and students are expected to actively participate in class discussions, group work, and other activities.

Some characteristics of offline teaching methods include:

1. Face-to-face interaction,2. Use of physical resources,3. Group work,4. Fixed schedule,5. Limited flexibility, Overall, offline teaching methods have been an important part of education for many years, and they continue to be used in many schools and universities around the world. However, with the increasing availability of online resources and technologies, many educators are exploring ways to combine the best features of both offline and online teaching methods to create more effective and engaging learning experiences for their students.

4. Expert

Expert means a person who has the knowledge and ability to comment on experience in any field for the work of recommending work to achieve the objectives according to the competency of expertise. And their own existing experience.

1. Expert experience with research,2. Advantages of Experts,3. Expert Preparation

4. Developing the role of an Expert

In addition to creating and developing academic work according to the responsibilities of experts that must be continually combined with a mechanism to create an academic atmosphere in the organization, CLAP is inserted into the academic performance evaluation process. Landing (Knowledge Management) and (Leaning Organization) including creating a Mild Set (Courage) (Liberty) (Advantage) and (Passion) etc.

4.4 The Role of Expert in Academic Development

1. Courage,2. Liberty,3. Advantage,4. Passion

Summarize Expert

A person who has expertise in expressing opinions and giving suggestions as invited Experts are essential to modeling research. Which expresses the idea itself.

5. lesson plan

The components of a lesson plan typically include:

1. Learning objectives: This section outlines what students are expected to learn during the lesson. It should be clear, specific, and measurable.

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2. Materials and resources: This section lists all the materials and resources that will be needed for the lesson, such as textbooks, handouts, and technology equipment.

3. Procedures: This section outlines the steps that the teacher will take to guide students through the lesson, including how the class will be organized, how activities will be carried out, and how assessments will be given.

4. Assessment: This section outlines how the teacher will assess student learning during and after the lesson. It should include both formative and summative assessments, such as quizzes, tests, and projects.

5. Timeline: This section provides a schedule of when each activity will take place during the lesson.

When creating a lesson plan, teachers should consider the learning needs, interests, and abilities of their students, as well as the content and objectives of the lesson. They should also be flexible and adaptable, as unexpected events or student needs may require changes to the original plan. Effective lesson planning can help teachers create a positive and engaging learning environment for their students.

6. Related Research

1. Domestic Research

1.1 Current status of research on online and offline teaching mode in China

By analyzing the situation of multimedia teaching, making full use of the existing network teaching platform, and applying the online mixed teaching mode to the practice of multimedia teaching, we have provided students with a better learning platform, to achieve the goal of improving students' innovative and practical abilities. (Wu, & Liu, 2020).

Through the exploration of the effective connection between online and offline teaching, the advantages and disadvantages of online teaching and traditional teaching have been addressed, and online and offline teaching design has been carried out about the teaching content, teaching methods, and assessment methods, to lay the foundation for improving the quality of teaching and cultivating professional skills and innovative talents. (Feng et al, 2020).

To sum up: the online and offline teaching modes have been paid attention to and studied by experts and scholars, and it is believed that mixed online and offline teaching requires a reasonable design of teaching content, methods, organization, evaluation, and so on. The focus of blended teaching is on how to blend when to blend, and by what means to blend, and this teaching mode has been involved in various disciplines and has gradually become the focus of research.

Current status of research on online and offline teaching models in physical education in China

Lu Lei, and Xi Yubao in the study of primary and secondary physical education courses mixed teaching mode of the dilemma, mainly for the "online" teaching operation and management mechanism, online and offline hybrid physical education teaching mode two aspects of the study, pointed out that to implement the online and offline hybrid physical education teaching, it is necessary to improve the physical education teachers information literacy, sharing of high-quality resources, the establishment of a teaching community, and to strengthen the supervision mechanism of students' online learning. (Lu & Xi, 2021).

In their research on the construction path of blended online and offline physical education courses in higher education institutions, Diao Xuehui and Wei Ruling primarily focused on online open courses and blended teaching models. They conducted a detailed analysis of the development path for "online and offline" blended teaching in higher education courses. Their findings suggest that in blended teaching, careful attention should be given to organizing online resources and ensuring the quality of instructional video production. Comprehensive course design is essential, including effective planning for pre-class, in-class, and post-class activities. Teachers should dedicate more time to pre- and post-class preparations, continuously learn, actively solicit feedback from peers and students, and enhance their proficiency in blended teaching methods. (Diao & Wei, 2020).

In summary, based on the review of domestic experts' and scholars' literature, the following conclusions can be drawn:

1. The blended online and offline teaching mode must uphold the principles of physical education and cultivate a lifelong awareness of physical activity in students.

2. Compared to traditional offline teaching, the blended online and offline teaching mode exhibits distinctive features and advantages in both pre-class preparations and overall classroom design.

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3. Given the rapid development of internet technology and the impact of the pandemic, the blended online and offline teaching mode is better suited for the current era's progress. It closely aligns with the practical needs of students and their educational requirements.

Research on the Application Value of Blended Online and Offline Teaching Mode in Higher Education Physical Education Courses in China

With the rapid growth of the internet and the influence of the pandemic, online teaching and learning have become the norm in higher education. Effectively harnessing online teaching platforms to curate digital learning resources, constructing blended online and offline teaching models, optimizing instructional designs, and enhancing teaching quality hold paramount significance.

In summary, incorporating Internet technology into traditional teaching models empowers students to become active participants in the learning process. Tailoring instructional content based on individualized student needs is emphasized. The effective integration of online and offline teaching modes can provide a clearer depiction of key concepts and challenges, facilitating student learning and off-class practice. The application of blended online and offline teaching in physical education can significantly enhance teaching efficiency.

Research status of domestic online and offline teaching mode in the field of aerobics teaching

In this paper, we searched for the keywords "online and offline teaching" and "aerobics" on China Knowledge, and found the following research results, most of which analyzed the practical application of online and offline teaching in aerobics from a theoretical point of view.

In the research conducted by Sun Yi, Xiao Ningning, and their colleagues, the primary focus lies in elucidating the principles of blended online and offline course design for aerobics. They analyze course instructional objectives, design course content, and select teaching methodologies. Their work provides a theoretical foundation for the implementation of blended online and offline teaching in aerobics. (Sun et al, 2020).

After analyzing the problems that exist in the process of improving students' learning ability, Wang Lina and Kang Jin proposed the strategies of online-offline hybrid teaching mode for improving students' learning ability: ① Efficient combination of "online" and "offline". Enhance students' interest in learning. (iii) Build a strong cooperative learning atmosphere (iv) Strengthen the practical innovation link, and conclude that teachers should make use of the online platform and the characteristics of aerobics to formulate a specific teaching plan, which can better improve the learning ability of students.

In the article "Aerobics Teaching Mode Reform in Universities in Henan Province under the Promotion of Internet Education", Dang Linyan collected the syllabi of aerobics courses in ten universities in Henan Province, conducted interviews and questionnaire surveys with some teaching managers and frontline teachers, and analyzed the online courses of aerobics in each university, the offline courses, the use of teaching modes of aerobics courses, and the current status of teaching teachers in aerobics courses. We analyze the online course development, offline course setting, aerobic gymnastics course teaching mode application, and aerobic gymnastics course teachers' status quo, and think that the implementation of online and offline teaching can enrich the teaching content, and is conducive to the integration of classroom teaching fragmented content, enhance the interaction between teachers and students, and improve the students' self-control ability. (Dang, 2021).

In summary, the integration of online and offline teaching modes into aerobics instruction can facilitate students' efficient mastery of aerobics techniques, enrich the teaching content, and effectively enhance students' autonomy and critical thinking abilities. This approach caters to personalized development and improves the overall teaching quality of aerobics. Therefore, the application of online and offline teaching modes holds significant value. The literature primarily focuses on the aerobics teaching mode, exploring different instructional approaches and proposing improvements, providing a foundational basis for the research conducted in this paper.

1.2 International Research

Current status of research on online and offline teaching modes in foreign countries

Ayshah Alahmari and Lydia Kyei-Blankson primarily analyzed an e-learning system called Classera, which integrates online and traditional teaching methods to improve teaching and learning outcomes. The main focus of their study was to explore the advantages of this system and the challenges it faces. Through their research, the authors found that teachers expressed high satisfaction with the system, as it facilitated student learning, collaboration, and communication with parents. However, the application of this system also faced challenges such as the need for teacher training time and issues related to internet technology integration. (Alahmari & Kyei-Blankson. 2016).

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Kassab suggests that when implementing the blended learning approach, consideration should be given to students' individual learning goals, prioritizing student learning over external factors such as learning platforms and online environments. The rapid development and widespread adoption of blended learning are attributed to its emphasis on student self-engagement and learning experiences. (Kassab et al. 2015).

In summary, blended learning, also known as hybrid learning, essentially involves the integration of traditional classroom instruction and online learning to maximize teaching effectiveness. Many scholars view it as an inevitable trend in the future of education. The research on blended learning in the field of foreign education is well-established, with numerous scholars providing extensive theoretical foundations and valuable references. This undoubtedly serves as a valuable reference for exploring blended learning in our country. However, it's important not to directly transplant foreign research findings but rather to adapt them to the actual teaching context and environment of Chinese universities when implementing blended learning. This involves exploring blended learning models that align with the development of education and teaching in China.

Conceptual Framework

Input Process Output

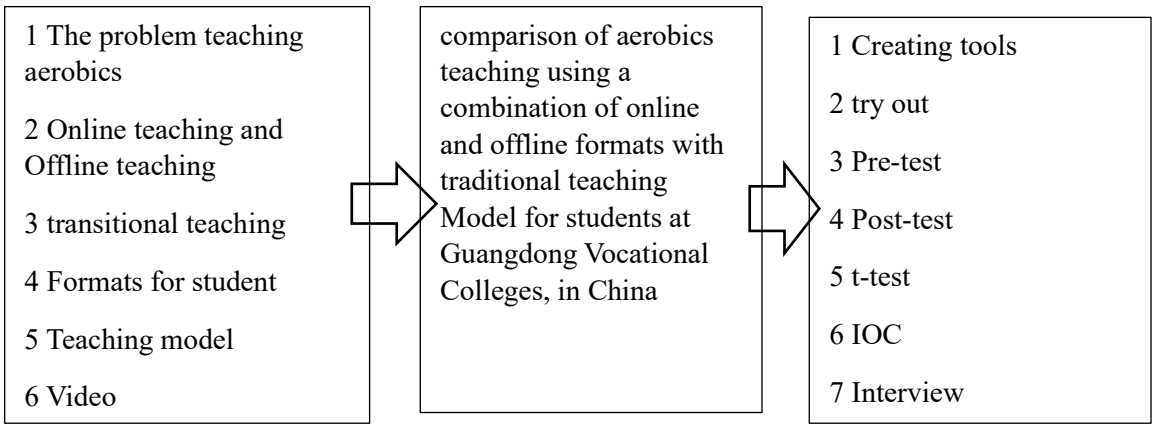

Figure1 Conceptual framework

Methodology

This research is a qualitative study using prospective research techniques and experimental research. Aims to compare the combined online and offline forms of student aerobics teaching in Guangdong Sports Vocational and Technical College, China. There are following ways to do this.

Population and sample: A total population of 265 vocational students between the ages of 18 and 21 who studied aerobics. They were grouped into samples using the Casey-Morgan principle. After that, Specific selection using gender and height as the determinants of height from 160 cm or above. Specific selection. Selection can be made into two groups of 30 people per group.

Variables studied

The independent variable is the combination of online and offline teaching formats.

The dependent variable is the variable of academic performance of students at Guangdong Sports Vocational and Technical College in China.

Action steps: Conduct research according to the research objectives, which is divided into the following three steps:

Step 1: Prepare the research project.

The researcher reviews the literature and research literature on online teaching and offline teaching models and analyzes the data. Organize information and guide expert paper improvement by drafting research reports and consulting with committees.

Step 2: research procedure

2.1 Synthesize the information and write an interview piece that expresses the researcher's ideas, i.e. a concept paper that will be interrogated by the expert.

2.2 Information providers: 4 groups of subjective selection method experts and 1 group of senior executives. There are 2 people with expertise in aerobic dance management, 2 experts with online knowledge, 3 people with professional knowledge, and 3 experts with knowledge of organizing courses, a total of 10 people.

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2.3 Expert Interviews Go to 5 experts to check the content verification of the tool by finding the IOC value,

2.4 The EFR expert interview is a round of interviews followed by a summary. Compile and send to experts for confirmation of accuracy and formatting.

2.5 30 students were selected out of 265 for Tryout

2.6 The nature of one round of expert interviews is as follows: (1) Use interactive interviews and summary techniques until the end of the interview. (2) Cover your wrist as deeply as possible. (3) Get the data and process it. The future of teaching styles Expert attitudes. (4). Determine the direction of evaluation of online and offline teaching forms and implement plans by organizing principles composed of important principles, and using EFR research technology to conduct group analysis of online and offline teaching forms. (5) closed-ended questionnaires, 5-level rating scale. Likert rating scale and an initial set of comments sent to experts confirmed the format. (6) The result was analyzed; Median (Mdn), Interquartile range (IQR), Mean, Standard deviation

2. 7 Get results and consult with instructors as an online and offline teaching model.

Step 3: The researcher collects the data analysis results in the EFR study and sequences the obtained data for further teaching.

Constructing research instrument: To create the test, the researchers created the following tools:

3.1 Research literature. Online and offline aerobics research.

3.2 Consult with qualified consultants with information, and write articles and interview formats according to the principles.

3.3 Select specific experts with knowledge of aerobics management. Course Preparation and Calisthenics Teaching Online Expertise Conducting Interviews

3.4 Use interview articles to find the IOC value and the accuracy of the content of the five experts.

3.5 In the first round, interviews will be conducted with experts. The type of EFR study is the prospective interview.

3.6 Organize the information obtained. Send back confirmation as appropriate

3.7 Use the interview results to analyze the data; Median(Mdn), Standard deviations (S.D)

3.8 Organize the results into online and offline teaching formats

3.9 Try the study plan in a different group than the original group.

3.10 Based on the acquired teaching style, develop a learning plan, improve, and teach it.

3.11 Experimental design

The researchers conducted 14 weeks of Experimental design, to compare the differences in the Experimental results of the data and analyze for the variance of repeated measures, the training and test format is set as shown in the following picture.

Table 1 Comparisons and Changes in Control Groups

	O_1		O_2		O_3				O_4				O_5		O_6
Control group	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
week	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Table 2 Comparisons and Changes in Experimental Groups

	O_1		O_2		O_3				O_4				O_5		O_6
experimental group	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
week	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14

N mean Normal Teaching
O mean Online and offline Teaching
O_1 mean Data collection before the experimental
O_2 means Data collection after test week 2
O_3 mean Data collection after test week 4
O_4 mean Data collection after test week 8
O_5 mean Data collection after test week 12
O_6 mean Data collection after test week 14

Data collection

4.1 Divide the samples into 2 groups.

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4.2 Pretest is used for the pre-teaching test of the experimental group.
4.3 Pretest was used as the pre-teaching test for the control group.
4.4 Teach two groups of students according to the format developed by the researcher, with each plan lasting 1 hour.
4.5 After the teaching session, the researcher must conduct subtests on the subtests he or she created.
4.6 Teach both groups until a total of 12 reps.
4.7 At the end of each session, test using the test created by the researcher.
4.8 Compare the academic performance of the two groups.

Statistics used in data analysis: Data analysis was based on the difference in mean scores between the two groups after instruction using the test. Selected academic achievement t-test. Pre-test Post-test, and t-test

Results

Table 3 Pre-test comparison measures with week 2 with before of group control and Experimental as follows.

Sample N=60	**Before**				**Week2**			
	control group		**Experimental group**		**control group**		**Experimental group**	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
Traditional	65.70	0.43	66.01	0.44	66.02	0.05	67.01	0.61
Online and offline	64.20	0.51	65.71	0.46	65.31	0.56	66.73	0.73

p≤.05

This research study had a total population of 265 vocational students between the ages of 18 and 21 who studied aerobics. They were grouped into samples using the Casey-Morgan principle. After that, Specific selection using gender and height as the determinants of height from 160 cm or above. Specific selection. Selection can be made into two groups of 30 people per group. The results of the research found that dividing. The control and experimental groups were into a sample size of 60 people, the age of the control group $\bar{x}$ = 18.43 SD = 0.73, the experimental group $\bar{x}$ = 1.17 3.81 SD = 0.75

From Table 3, the results of the data analysis show that the mean and standard deviation of the skill performance of the control group $\bar{x}$=65.7, S.D.=0.43), the mean and standard deviation of the skill performance of the experimental group is $\bar{x}$=64.2, S.D.=0.45.

Table 3 comparison results before week for before control group traditional $\bar{x}$=65.70 S.D.=0.43 Experimental group $\bar{x}$=66.01 S.D.=0.44 and online and offline traditional $\bar{x}$=64.20 S.D.=0.51 Experimental $\bar{x}$=65.71 S.D.=0.46 and week2 control group traditional $\bar{x}$=66.02 S.D.=0.05 Experimental group online and offline $\bar{x}$=67.01 S.D.=0.61 the comparison results of two weeks test are better than before test.

From table 4 comparison results before test with week4 for before control group traditional $\bar{x}$=65.70 S.D.=0.43 Experimental group $\bar{x}$=66.01 S.D.=0.44 online and offline $\bar{x}$=64.20 S.D.=0.51 Experimental group $\bar{x}$=65.71 S.D.=0.46 week4 control group traditional $\bar{x}$=67.48 S.D.=0.67 online and offline $\bar{x}$=66.41 S.D.=0.87 Online and offline control $\bar{x}$=66.41 S.D.=0.87 Experimental $\bar{x}$=68.44 S.D.=0.28 offline control $\bar{x}$=67.82 S.D.=0.91 the comparison results of week4 test are better than before test

Table 4 comparison results before the test with week for before control group traditional $\bar{x}$=65.70 S.D.=0.43 Experimental group $\bar{x}$=66.01 S.D.=0.44 Experimental online and offline $\bar{x}$=64.20 S.D.=0.51 Experimental group $\bar{x}$=65.71 S.D.=0.46 week8 control group traditional $\bar{x}$=68.41 S.D.=0.86 online and offline $\bar{x}$=67.82 S.D.=0.91 Experimental group traditional $\bar{x}$=69.41 S.D.=0.42 Experimental group traditional $\bar{x}$=69.41 S.D.=0.42 offline control $\bar{x}$=68.66 S.D.=0.99 the comparison results of week8 test are better than before the test

Table 4 Pre-test comparison measures with the week14 with before of group control and Experimental as follows.

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Sample N=60	Before				Week14			
	control group		Experimental group		control group		Experimental group	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
Traditional	65.70	0.43	66.01	0.44	74.40	0.91	74.23	0.89
Online and offline	64.20	0.51	65.71	0.46	78.33	0.99	79.81	0.95

p≤.05

From table 4-6 comparison results before test with week12 for before control group traditional $\bar{x}$=65.70 S.D.=0.43 online and offline $\bar{x}$=64.20 S.D.=0.51 Experimental group traditional $\bar{x}$=64.20 S.D.=0.51 online and offline $\bar{x}$=65.71 S.D.=0.46 week12 control traditional $\bar{x}$=72.21 S.D.=0.89 Experimental online and offline $\bar{x}$=71.22 S.D.=0.65 control online and offline $\bar{x}$=71.32 S.D.=0.98 Experimental $\bar{x}$=69.71 S.D.=0.91 the comparison results of week12 test are better than before test

From table 4-7 comparison results before test with week14 for before control group traditional $\bar{x}$=65.70 S.D.=0.43 online and offline $\bar{x}$=64.20 S.D.=0.51 Experimental group traditional $\bar{x}$=66.01 S.D.=0.44 online and offline $\bar{x}$=65.71 S.D.=0.46 week14 control traditional $\bar{x}$=74.40 S.D.=0.91 Experimental group traditional $\bar{x}$=74.23 S.D.=0.89 Experimental group online and offline $\bar{x}$=79.81 S.D.=0.95 the comparison results of week12 test are better than before test

Conclusion

The results of the research show that the research on comparing traditional teaching with online and offline teaching was conducted by selecting a population of 265 people as a sample by opening the Crazy and Morgan tables. As a sample and further selected by purposive selection, 60 people were an experimental group, 30 people were a control group, and 30 people were a control group. They were compared for 14 weeks and the results of the comparison before and after were tested to determine the results before the Test with the following information. The following is general information. The participants were between the ages of 18-21 years with a value of $\bar{x}$ =18.43 S.D.=0.73 of the control group and $\bar{x}$ =18.67 S.D.= 0.92 of the experimental group. As for height, 199 and 172.67 2 equal to 0.81 of the control group and $\bar{x}$ =173.81 S.D.= 0.75 of the experimental group is the initial data that is in line with the point, points, points, said that the research must be presented in detailed and important basic information to make the research complete and make the work. The research is reliable. The results of comparing the pre-measurement with the second week. The results show that the pre-test results of the experimental group 1 of normal teaching. When looking at the comparison results after the 4th week, the results show that normal teaching of the control group $\bar{x}$=67.08 S.D.=0.67, online and offline teaching $\bar{x}$=66.41 S.D.=0.87, and the experimental group normal teaching $\bar{x}$=68.44 S.D.=0.28. Online and offline teaching $\bar{x}$=67.82 S.D.=0.91 For week 8, normal teaching control group $\bar{x}$=68.41 S.D.=0.86 Online and offline teaching $\bar{x}$=67.82 S.D.=0.91 Normal teaching experimental group $\bar{x}$=69.41 S.D.=0.42 Teach online and offline $\bar{x}$=68.66 S.D.=0.99, tested for a while Corresponds to Song (2015) has stated that the results of the research experiment, if they are correct according to the principles studied, the results must be developed periodically and it is good to use the results in the future. It went very well. Therefore, the research results are presented as mentioned above.

Discussion

At the present stage of sports teaching and training the hybrid teaching method has been used in swimming, basketball, table tennis badminton, and other sports specialties, to guide the teaching and training of special courses play a positive impact, these courses through the collection of experimental data from students, the data will be analyzed to find out the existence of the teaching problem, the teaching process with a scientific teaching method targeted guidance to improve the learning effect of the students. The purpose of the program is to improve student's learning outcomes. The use of the hybrid teaching method in physical education is not a copy of the original, but the rapid development of the network era as the background, the scientific use of modern information technology to create a more suitable for the students, teachers, teaching content of the teaching environment, highlighting the students as the main body, the teacher as the leading teaching law. In the process of physical education teaching alone online teaching method to improve student learning effect is very difficult to achieve, physical education teaching courses to a large degree focus on practical operation, and the theory of physical education teaching is fully applied to practice, improving students' technical practical ability. For this reason, the use of hybrid teaching methods in physical education is both a response to the development of information technology in the era and a necessary condition to improve the level of

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students' sports skills. Hybrid teaching method by combining the advantages of the Super Star Learning teaching platform and traditional teaching method, teachers in the teaching process first use Super Star Learning through a teaching platform for aerobics course design and management, and then offline courses teachers to students in aerobics technical guidance, so that the teaching and learning process theory is fully applied to practice, through the hybrid teaching method to achieve the online network teaching and teaching of offline course Highly integrated.

Recommendation

1. presents the research model to increase efficiency in the future
2. Research must find methods for studying content that are up-to-date in the present era.
3. Research must use methods to study more experts and experts respectively.

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