

Cultivating Minds Through Aesthetics: The Internal Logic and Implementation Strategies of Aesthetic Education Immersion in Aerobics Teaching

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Abstract

Aerobics is a comprehensive physical education course integrating physique, music, dance and kinesthetic aesthetics, featuring an integrated educational effect of physical fitness, mental regulation and physical beauty. It serves as a core carrier for universities to implement physical and aesthetic education. Traditional aerobics teaching mainly focuses on technical movements while ignoring the infiltration of aesthetic education. To address the dilemma that conventional teaching overemphasizes skills rather than aesthetic cultivation, and prioritizes physical shaping over spiritual enlightenment, this paper takes "cultivating minds through aesthetics" as the core orientation. Based on classroom teaching practice of university aerobics, it explores how aesthetic education subtly nourishes students' inner world, effectively relieves college students' negative emotions such as anxiety and depression, and improves their abilities of aesthetic appreciation, artistic creation and collective collaboration. The unique aesthetic charm of aerobics, with rich artistic connotations and diverse forms, is deeply favored by college students. It injects vitality into university physical education and actively promotes students' ideological and moral education, helping university physical education achieve the educational goals of nurturing people through sports, purifying hearts through aesthetics and cultivating morality through education.

Keywords

Aerobics Teaching; Immersion of Aesthetic Education; Cultivating Minds Through Aesthetics; University Physical Education; Psychological Quality.

1. Introduction

Aerobics features neat and coordinated movements and shapes, which can correct poor postures and build well-proportioned figures through long-term practice, making it the most intuitive physical carrier for aesthetic education. Links including combined movements, group drills and formation arrangement contain ideological and political elements such as teamwork and perseverance. Current university aerobics teaching has two prominent drawbacks: first, aesthetic education only stays at the superficial level of physical training without systematic aesthetic cultivation; second, aesthetic elements are mechanically integrated and disconnected from sports scenarios. Based on the investigation and analysis of aerobics teaching for students in our university, this paper discusses the educational value of aesthetic education in aerobics classes. It aims to cultivate students' graceful figures and manners, build healthy self-images, foster sound psychological qualities and overcome inferiority complex. Meanwhile, it explores an integrated educational model under the digital background, and helps university physical education realize the comprehensive educational goal of nurturing people via aesthetics, sports and morality.

2. Feasibility of Integrating Aesthetic Education into Aerobics Teaching

2.1. Aerobics Courses Naturally Carry Dual Educational Resources of Aesthetic Education and Ideological & Political Education

Aesthetic education, physical education and ideological-political education share consistent educational objectives and interpenetrating implementation paths. Aerobics integrates physical beauty, rhythmic beauty, formation beauty and musical beauty, covering all cultivation dimensions of aesthetic education. Long-term training shapes well-proportioned figures and upright postures, and develops students' comprehensive literacy of perceiving, expressing and creating beauty. Standardized and self-disciplined classroom disciplines cultivate awareness of rules; the positive mental outlook of persistent sports conveys an optimistic attitude towards life, making aerobics a natural carrier for physical and aesthetic education. Aesthetic education shapes external temperament and aesthetic cognition, while ideological-political education internalizes spiritual character and values. The two complement each other and form the complete educational core of aerobics courses, aiming to improve students' comprehensive quality through integrated education. Aerobics teaching inherently contains the expression, pursuit and creation of beauty, and aesthetic education covers the cultivation of physical beauty, health beauty and graceful demeanor [1]. It promotes balanced and coordinated development of bones and muscles in all body parts, cultivates physical beauty, movement beauty, posture beauty, demeanor beauty and spiritual beauty, and enhances students' ability to perceive, love, appreciate and create beauty. Therefore, aerobics teaching is rich in aesthetic education resources. While improving physical fitness, it also comforts the mind, cultivates sentiment and shapes noble personalities among college students.

2.2. Matching the Physical and Mental Development Needs of Contemporary Female College Students

Female college students are in a critical stage of physical shaping, aesthetic concept formation and value establishment. They generally suffer from bad postures, inferiority and sensitivity, emotional anxiety and shallow aesthetic cognition. In aerobics teaching, AIGC can generate demonstration videos of aerobics in various styles, renderings of stage shapes and aesthetic analysis diagrams of body lines, and automatically match background music suitable for complete sets of movements. It visually presents the linear beauty of movements and lowers the threshold for students to understand aesthetics, stimulating their interest in sports. Active participation in sports is no longer a painful burden but an inspiring spiritual enjoyment.

3. Aesthetic Educational Functions: Multi-dimensional Cultivation of Comprehensive Aesthetic Literacy

3.1. Cultivating Aesthetic Perception and Creative Ability

Aerobics integrates multiple art forms including music, dance, modeling and stage performance, forming a collection of diversified beauty. Students can independently select music styles, design stage shapes, simulate formation changes and create short aerobics routines. By distinguishing rhythmic beauty, compositional beauty and coordination beauty, students shift from passively appreciating beauty to actively creating it, thus improving their abilities of aesthetic appreciation and artistic innovation [4].

3.2. Integrating Diverse Arts to Cultivate Aesthetic Perception and Optimize Mental State

Aerobics incorporates multiple artistic forms: the three-dimensional composition of architecture, body expression of dance, visual intuition of painting, sound image shaping of

music, and strength and skill of competitive sports. As an aggregation of various aesthetic elements, it meets students' diverse aesthetic demands. Thanks to its strong artistic attributes, aerobics not only builds physical fitness, but also relieves mental stress and brings pleasant aesthetic experience. It tempers stable willpower, guides students to hold beautiful expectations and passionate emotions towards life, and improves the quality of study and life from a psychological perspective [2].

4. Nourishing Inner Beauty Subtly

Aesthetic education immersion features subtle and vivid education. It guides students to face learning and training with an optimistic and progressive attitude, and cultivates persistent and indomitable willpower. In aerobics classes, mutual cooperation, mutual assistance and unremitting efforts in completing complete sets of movements and competitive performances reflect the collaborative beauty of fine work styles; neat and unified classroom order, harmonious training atmosphere, as well as students' observance of disciplines, modesty, perseverance fully embody moral beauty, behavioral beauty and inner spiritual beauty, realizing the extension from external physical aesthetic education to internal spiritual character cultivation [6].

4.1. Shaping Physical Beauty Through Sports and Moral Edification

Shaping well-proportioned bodies is the primary function of aerobics. The pursuit of physical beauty is the direct motivation for students to take aerobics courses. Physical beauty consists of posture and figure: posture refers to behavioral habits reflected in daily movements, while figure stands for the external outline of human bodies. Elegant postures lay the foundation for personal temperament and self-confidence. Aerobics learning corrects various bad physical states and helps students display excellent temperament and self-cultivation in daily life [3].

4.2. Promoting Physical Health and Vital Beauty

Aerobics routines are compiled based on multidisciplinary theories including physiology, anatomy, human body modeling and sports aesthetics, with targeted training goals for both whole body and local parts. Practice has proven it an effective method for physical shaping. College students are in the golden period of physical development, the optimal stage for body shaping. Aerobics training strengthens physical fitness and highlights the beauty of health. High-density and moderate-intensity exercises apply scientific loads to joints, ligaments, muscle groups and visceral organs, effectively adjusting body weight and fat content, improving the functions of cardiovascular and respiratory systems, and developing athletic qualities such as strength, endurance, speed, agility and flexibility. It promotes perfect physical development of college students. Healthy, energetic bodies present unique aesthetic charm, shape positive and vigorous mental outlooks, and resist negative and decadent trends on campus.

4.3. Stimulating Students' Pursuit and Yearning for Beauty

Endowed with strong artistic attributes, aerobics relieves mental pressure and brings pleasant aesthetic experience beyond physical exercise. It tempers tenacious willpower, arouses students' longing for a beautiful life and improves their study and life quality. Aerobics integrates architecture, dance, painting, music and competitive sports, gathering various aesthetic elements to satisfy diverse aesthetic needs. It helps students break psychological barriers, tap physical potential and display human strength, speed and skills. Participation in aerobics improves mental conditions, brings joyful aesthetic feelings, optimizes human will, and fills people with enthusiasm and longing for life, thus upgrading overall life quality.

4.4. Cultivating Students' Inner Spiritual Beauty

For art college students, aesthetic education exerts a subtle and lively influence. It teaches students to stay positive and progressive in all matters and cultivates persistent willpower. In aerobics teaching, mutual assistance and tenacious struggle among students reflect the collaborative beauty of fine conduct; orderly, unified, harmonious and united classroom performance, as well as students' honesty, modesty and self-discipline, are concrete manifestations of moral beauty, spiritual beauty and behavioral beauty [7].

5. Research Objects, Experimental Contents and Procedures

5.1. Research Objects

Two aerobics elective classes of Grade 2024 and Grade 2025 in our university were randomly selected as experimental subjects. Each grade set up an experimental group and a control group respectively. All participants were female students without previous aerobics learning experience.

5.2. Experimental Contents

For the experimental group: Students showed stronger awareness of classroom discipline, higher initiative in group cooperation and more hard-working qualities. In group performances, they paid more attention to overall team effects, took the initiative to share creative ideas and help classmates with weak foundations. Most students could complete aerobics creations themed on red culture and national fitness with profound value cognition.

For the control group: Teaching and theoretical courses were carried out strictly in accordance with the aerobics teaching syllabus, without independent aesthetic education modules.

6. Teaching Effects After the Experiment

After one semester of innovative aerobics teaching experiment, assessment indicators including physical posture beauty, rhythmic beauty (music selection and coordination between music and movements), modeling beauty (individual and group shapes, various formation changes including five self-designed formation layouts) and mental temperament all showed higher scores in the experimental group. The integrated teaching model combining aerobics skill training and aesthetic education achieves remarkable teaching effects. It not only improves aerobics teaching quality, but also systematically enhances students' aesthetic ability with strong feasibility and practical value. Obvious gaps exist between the two teaching modes in students' aesthetic cognition, appreciation and expression abilities. The experimental group demonstrated significantly higher levels of aesthetic awareness, appreciation and expression, proving that the innovative teaching model helps students establish correct aesthetic standards and fosters their ability to appreciate, display and create beauty, with prominent practical significance.

7. Conclusions and Suggestions

7.1. Conclusions

Questionnaire data indicates that the experimental group with systematic aesthetic aerobics training scored significantly lower in factors of interpersonal relationship, depression, anxiety and hostility than the control group. It proves that aerobics effectively improves female college students' social adaptability and psychological conditions.

Aerobics courses enhance students' psychological quality, strengthen their awareness and initiative of regular exercise, and positively promote academic performance. Therefore,

universities should vigorously promote aerobics suitable for students' physical and mental characteristics, which has far-reaching significance for the all-round physical and mental development of college students.

7.2. Suggestions

Based on the analysis of aerobics' influences on female students' mental health, this paper puts forward targeted suggestions. The aesthetic educational functions of aerobics play a positive role in improving female college students' mental health and serve as an effective means to perfect mental health education on campus.

(1) Universities should enrich campus cultural and sports activities, promote mental health education and aesthetic education on a regular basis, and pay full attention to the coordinated physical and mental development of college students.

(2) Universities should strengthen publicity of aerobics, fully explore its aesthetic educational value, give full play to its positive effects on optimizing female students' body shapes and regulating their mental state, and conduct in-depth research on the positive factors of aesthetic education for female students' physical form and psychological quality.

8. Conclusion

Integrating aesthetic education into aerobics teaching can improve students' mastery of aerobics skills and training methods, enrich their aesthetic knowledge and comprehensively upgrade their aesthetic literacy. The assessment data of this teaching experiment verifies the practical value of the integrated aesthetic education teaching model. In practical teaching, teachers should fully tap potential aesthetic elements in aerobics classes, transform abstract aesthetic theories into perceptible teaching contents, and design targeted aesthetic education plans matching students' actual levels to comprehensively cultivate students ability to appreciate, display and create beauty. Gradually improving students comprehensive aesthetic literacy ultimately realizes the educational goal of cultivating minds through aesthetics and nurturing people via sports.

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