

Analysis of the Current Situation of Wushu Curriculum in Baoji Primary Schools

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Abstract: *Using research methods such as literature, field interviews, questionnaires, and mathematical statistics, the article investigates the current situation of the development of martial arts courses in primary and secondary schools in Baoji and analyzes the constraints, puts forward countermeasures and suggestions, aiming to provide a theoretical basis for the better development of martial arts in the campus.*

Keywords: *martial arts curriculum; Baoji City; elementary school; analysis of the current situation; countermeasures*

1. Introduction

Martial arts is a kind of physical fitness that reflects the traditional culture of the Chinese nation. It was formed in the era of agrarian civilization, and ancient people practiced martial arts to achieve the purpose of strengthening their bodies and defending against foreign invasion. Chinese martial arts not only covers a variety of sports forms of Western sports but also has unique traditional Eastern sports forms, profound ideas, and a rich culture.^[1] With The progress of science and technology in modern society and the increasing improvement of people's living standards, the physical fitness of China's youth constantly shows a downward trend, so improving the physical fitness of youth has also become an important task nowadays. As the future of the motherland, strengthening martial arts exercise can not only exercise the body but also sharpen the will, cultivate the spirit of perseverance of youth, and lay a solid foundation for youth in the process of growth, while schools are responsible for improving the physical health of youth. Through martial arts practice, on the one hand, students can exercise their strength, coordination, and other physical qualities, and establish and cultivate a good sense of self-protection, on the other hand, students know how to practice martial arts to respect their teachers, reflect good moral values, and form healthy psychology. The promotion and implementation of martial arts in elementary school not only promotes the health of students but also can promote the development of the martial arts movement so that martial arts can be inherited and protected in campus.

2. Research object and method

2.1. Research object

Taking the current situation of elementary school martial arts courses in Baoji as the research object, 27 elementary schools in Baoji city were surveyed to carry out the study. Among them: are 12 elementary schools in the Weibin District of Baoji, 8 primary schools in the Jintai District, and 7 primary schools in the Cheng District.

2.2. Research Methodology

2.2.1. Literature method

According to the needs of the research content, by referring to and consulting the relevant literature from China Knowledge Network, Xi'an Petroleum University Library, Baoji Education Network, and Baoji Sports Bureau, we provided strong material support for the writing of this paper.

2.2.2. Questionnaire survey method

A total of 1042 questionnaires were sent out to 27 elementary schools in Baoji, 880 to elementary school students, and 162 to physical education teachers. 944 questionnaires were collected and 65

invalid questionnaires were excluded, resulting in 879 valid documents, including 137 for physical education teachers and 742 for students, as shown in Table 1.

Table 1: Document survey recovery table for each school in Baoji

Subjects	Issued Amount	Recovered Amount	Recovered Rate	Effective Amount	Efficient Physical
education teachers	162	148	91.35%	137	92.56%
Stdentsu	880	796	90.45%	742	93.21%
Total	1042	944	100%	879	100%

2.2.3. Interview method and field visit method

Field visits and telephone interviews were conducted at Jing'er Road Primary School, Gaoxin First Primary School, Aerospace Primary Schools, and Weiyang Primary School. Telephone interviews were conducted with schools and front-line teachers engaged in related sports to obtain original information on the development of the martial arts curriculum.

2.2.4. Mathematical and statistical method

The data collected were statistically analyzed by using Excel 2003 software and made a scientific organization to ensure the scientific nature and authenticity of the data.

3. Research results and analysis

3.1. Teacher qualifications of elementary school teachers specializing in martial arts in Baoji city

The size of the school determines the number of teachers and students and the quality of teaching, and the number of teachers also affects the teaching content and teaching curriculum of the school, thus producing different effects on the quality of teaching for students. According to Zhuo Xiaolan and Zhou Yu, the physical education teacher of the third Gaoxin elementary school, there is no professional martial arts teacher in the school, even so, the physical education teacher still teaches some basic ones in the classroom, so that students have a preliminary understanding and knowledge of boxing and palm and some footwork, and many Physical education teachers from the active study of martial arts-related books barely complete to complete the school's physical education curriculum indicators, in the absence of professional teachers, affecting the school's martial arts teaching curriculum, thus directly leading to the popularity of martial arts sports in elementary school physical education classes.

3.2. The cognitive channels of martial arts for primary school students in Baoji

According to the results of 27 elementary schools in Baoji, the current situation of martial arts courses in elementary school is not optimistic, and students' cognitive channels of martial arts are relatively limited. It further hinders the development of martial arts. How to make martial arts classrooms into campus culture and better carry out in physical education classes so that more students can learn about martial arts as a sport in physical education class is our urgent task.

Table 2: Survey of Teachers Majoring in Wushu in Primary schools in Baoji City (N=137)

Regional	Physical education	teachers Wushu	proportion%
Weibin District(12)	48	2	1.46%
Cheng District(8)	34	2	1.46%
Jintai District(7)	30	3	2.18%
Total	137	7	5.10%

3.3. Motivation of primary school students in Baoji city who love Wushu

According to the survey, the motivation of primary school students in Baoji city to love martial arts is divided into several aspects, such as personal interest, improving sports skills, exercising to prevent diseases, and cultivating tough character, which is indirectly the reason why most primary school students like martial arts. Respecting teachers through martial arts practice reflects good moral values, forms a healthy psychological development plays a positive role, and is conducive to cultivating

students' patriotism and carrying forward the national spirit.

3.4. The development of extra-curricular sports activities for elementary school students in Baoji

Extra-curricular sports activities are purposeful and organized sports activities based on their own exercise needs and personal interests, which are an extension and development of physical education classes; they can well improve and supplement the shortcomings of physical education classes and improve motor skills.^[2] It can also reflect the development of a specific sports program. There are particularly few primary school students in Baoji who usually participate in martial arts sports, which is also related to the fact that there are very little martial arts teaching in the physical education classes in schools, which indirectly leads to the low participation rate of elementary school students in martial arts programs during extracurricular physical exercise.

3.5. The development of elementary school martial arts competitions

According to the data, there are few competitions in Baoji City and almost no traditional martial arts competitions, and there are no traditional martial arts competitions in the three districts of Weibin, Cheng, and Jintai, and there are no martial arts sports in the annual field day of each school. In many ways, the presence of Taijiquan affects the development of traditional martial arts and competition.

3.6. The promotion of martial arts in elementary school in Baoji City

Visiting surveys and telephone consultations with physical education teachers and students show that the promotion of martial arts in elementary school in Baoji is not as good as that of off-campus martial arts training institutions and clubs, which actively send out flyers and recruit students, and some extent improves students' knowledge of martial arts; the Education Bureau and Sports Bureau of Baoji City encourage and support schools to do a good job of promoting martial arts in schools, by holding lectures and bulletin boards to publicize martial arts knowledge. However, the education, development, and transmission of martial arts are not enough to stop propaganda but must be put into action.

4. Conclusions

4.1. Few martial arts teaching programs in elementary school physical education classrooms in Baoji

Most of the teaching contents in elementary school physical education classrooms in Baoji are athletics, soccer, basketball, rope skipping, and other sports, but very few martial arts courses are carried out. Physical education teachers are not solid enough and fully unable to play their role in the teaching theory of martial arts, which leads to the development and inheritance of martial arts only staying in propaganda, or not enough, and must be practiced in the classroom.

4.2. Lack of resources and weakness of professional teachers of martial arts in elementary school in Baoji

Professional physical education teachers are the necessary condition for schools to carry out martial arts courses, martial arts is a combat sport, which has stronger technical requirements than other sports, and the requirements for teachers specialized in martial arts are also very high.^[3] On the one hand, they are not martial arts majors, and on the other hand, many schools lack martial arts teaching materials, and some schools even have no martial arts teaching materials at all, thus students have less knowledge of martial arts and cannot acquire more knowledge, which gradually makes students' interest decrease and indirectly hinders the teaching knowledge of primary school students, resulting in the martial arts course being a dispensable part of physical education.

4.3. Baoji elementary school martial arts teaching content is single and lacks innovation

Because of their young age, primary school students cannot concentrate for a long time in class, which makes it necessary to adopt teaching methods and teaching means that are in line with elementary school students, cultivate their concentration, and use contextual teaching to stimulate students' participation in physical education, and actively guide students' understanding and mastery of

knowledge to better achieve the purpose of teaching.^[4] The content of the elementary school martial arts curriculum in Baoji is relatively homogeneous, and some elementary schools in Jintai District teach 24 forms of taijiquan. However, long fists that meet the age stage of elementary school, such as juvenile prescribed fist, five-step fist, and martial arts fitness exercises, are not arranged in physical education classes, let alone innovative. In addition, the single content of teaching makes it difficult to make primary school students interested in learning.

4.4. The elementary school in Baoji does not pay enough attention to it

Martial arts courses have a good development in schools without the attention and support of school leaders, but due to the oppression of various examinations, a state of attaching importance to cultural classes and despising physical education courses has been formed, even at the expense of canceling or leaving cultural classes to other teachers (especially when rainy days are not conducive to outdoor activities), which further hinders the development of martial arts courses.

5. Suggestions

5.1. Appropriate increase of physical education class time and formation of martial arts training team^[5]

The amount of class time is the time guarantee for teaching. With most areas of the country having two physical education classes a week, it is recommended that for the physical and mental health of the children, 2-3 more physical education classes be added a week, preferably one physical education class every day. With more PE class time, the class time relative to martial arts teaching will be guaranteed. In addition, actively set up martial arts training teams and choose suitable teaching content to enhance students' interest and get more students into martial arts sports.

5.2. Introduce martial arts teachers and improve existing physical education teachers' martial arts teaching skills

Correspondingly increasing the strength of Wushu teachers is the guarantee of Wushu education. When recruiting, schools should appropriately increase the number of physical education teachers specializing in martial arts, encourage and support physical education teachers to regularly participate in the exchange, training, and further training of martial arts techniques and theories,^[6] and strengthen the professional skills of martial arts teachers, improve the martial arts teaching skills of existing physical education teachers, create martial arts teaching materials suitable for students of different ages to make them competent in teaching martial arts, continuously enrich and improve the quality of teaching, so as to improve classroom effects.

5.3. Enrich the content of Wushu teaching

Rich and diverse teaching contents can meet the special learning psychology of elementary school students. Teachers should constantly innovate teaching methods and learn new knowledge in the process of teaching martial arts. Guide students to learn through vivid and imaginative language explanation and correct action demonstration.^[7] Teach some simple and easy-to-learn basic movements so as to cultivate students' interest in learning in the classroom, improve training emotions, enhance the liveliness of the classroom, organize a rich variety of interesting sports items, mobilize students' enthusiasm, and then improve learning enthusiasm, develop corresponding teaching contents according to students' level stages, apply rich and diverse teaching methods and do teach according to the material, so that every student can master quickly.

5.4. Improve martial arts equipment and field facilities

School physical education is still in a weak link and has not received enough attention, and the backward construction of sports infrastructure restricts the development of martial arts courses, which leads to a certain impact on the development of martial arts on campus,^[8] which also indirectly hinders the development and inheritance equipment, enrich students' physical education classes, improve students' learning effects, and better develop martial arts courses in a good environment with students as the carrier.

5.5. Pay attention to teachers' teaching feedback and evaluation

Teachers taught, does not mean that students mastered, how effective the teaching is the key link, which requires that the feedback of teaching should be paid attention to after teaching. The level of teaching determines the efficiency of teachers' teaching and students' learning, and teachers should implement both in the whole teaching process, starting from students' reality and measuring the effect of teaching from students' feedback after learning, so as to improve teaching contents and improve teaching quality. The feedback of the teaching effect should be objective and practical, by playing an active role in the implementation of the main body of the physical education curriculum; the effective implementation and teaching curriculum broadens and develops the ways of implementing the physical education curriculum.^[9]

Nowadays, the foreign sport of taekwondo has successfully attracted more elementary school students, but the development of Chinese martial arts as a national treasure in primary and secondary schools is very unpromising. Therefore, physical education teachers should make a concerted effort to learn from the successful model of taekwondo promotion. And make full use of the two key aspects of physical education classroom teaching and extracurricular activities under the background of "double reduction" to make more students generally like martial arts, so as to improve physical quality and indirectly inherit and promote the Chinese traditional martial arts program.

5.6. School leaders should pay more attention and set a good example

Strengthen school leaders' attention to the implementation of the martial arts curriculum. Several Mayor's Cup Taijiquan competitions have been carried out nationwide, and several Principal's Cup badminton and table tennis competitions have been held in Shaanxi Province, and all of them have achieved good effects, and are good role models. We should strengthen our efforts to promote martial arts in the community and on campus, encourage and support the work related to martial arts classroom teaching, establish one school with one martial arts characteristic, and carry out related tournaments so that more students can participate in them and teachers can continuously improve their martial arts teaching and develop on campus.

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