

On the Lack of Cultural Attribute and Development Strategy in Wushu Teaching

Yajun Qiao¹, Lei Zhu²

School of Physical Education, Shengda Trade Economics & Management College of Zhengzhou, Zhengzhou, Henan 451191, China

ABSTRACT. *As a treasure of the Chinese nation, martial arts not only has the value of strengthening the body, but also has a profound cultural background. However, in the current martial arts teaching, there is the problem of the lack of cultural attributes. The paper first analyzes the manifestations and causes of the lack of cultural attributes, and then proposes countermeasures on how to develop cultural attributes in martial arts teaching, including changing teaching concepts, enriching teaching content, and creating a teaching environment, etc.*

KEYWORDS: *Wushu teaching, Cultural attributes, Development strategies*

1. Introduction

Martial arts is known as the national martial arts, and it is an important part of Chinese culture. It has the function of strengthening the body and cultivating the mind. In the long course of development, a large number of martial arts schools have emerged in China, and a splendid and profound martial arts culture has been formed, such as martial ethics, meeting friends with martial arts, and strengthening the country power by martial arts. Inheriting and developing martial arts culture in martial arts teaching is not only helpful to the development of students' physical and mental health, but also has important value for the modern inheritance and transformation of traditional culture. But as far as the current situation of martial arts teaching is concerned, the lack of cultural attributes is obvious due to various factors. Many teachers simply equate teaching with the training of body movements and the learning of martial arts routines, ignoring the cultural connotation behind the appearance of martial arts movements, which is not conducive to the full play of the value of martial arts education, nor is it conducive to the growth and development of students.

2. The Lack of Cultural Attribute in Wushu Teaching and Its Causes

2.1 The Performance of Lacking Cultural Attribute in Wushu Teaching

Different from the general physical education teaching content, Wushu has distinct cultural attributes. Fully grasping the cultural attributes of Wushu is not only the prerequisite for a profound understanding of Wushu, but also the inevitable requirement for the cultivation of Wushu spirit. However, in terms of the current situation of Wushu teaching, there is a general lack of cultural attributes. First of all, as the main body of Wushu teaching, teachers' professional quality and teaching philosophy have an important impact on Wushu teaching.^[1] Most martial arts teachers graduate from professional sports colleges and universities. Although they are proficient in martial arts routines, they also lack a profound understanding of martial arts culture. In addition, some teachers do not attach importance to martial arts culture in teaching, resulting in the cultural attributes of martial arts not highlighted. Secondly, as far as the curriculum is concerned, there are many colleges and universities that offer martial arts courses. Many colleges and universities take Wushu courses as an important part of physical education. The number of students who take Wushu courses every semester is also quite a lot. However, compared with the universality of the course, the construction of the course itself lags behind. The most typical one is that the curriculum is designed with limbs in the teaching content. Action training and Wushu routines are the core, and the proportion of Wushu culture is very low. It is difficult for students to feel and experience Wushu Culture in the course of learning, which affects the effect of Wushu teaching. Finally, as far as the students are concerned, many students lack profound cognition of Wushu. They equate Wushu with the fight on the screen and study martial arts with the mentality of learning fighting skills. They do not correctly handle the relationship between body movement practice and Wushu culture learning, which leads to the failure to grasp the cultural connotation of Wushu.

2.2 Reasons for the Lack of Cultural Attributes in Wushu Teaching

The lack of cultural attribute in Wushu teaching is caused by many factors. The inheritance of early martial arts is based on master apprentice inheritance. The master will integrate the content of martial arts culture into Wushu teaching, while the development of modern Wushu teaching mainly relies on physical education curriculum, which is an important content of physical education curriculum teaching. Due to the influence of education system, teachers pay more and more attention to equate Wushu with sports, which gradually dispels the particularity of Wushu. Another example is the influence of competitive culture. Although Wushu also attaches importance to competition, one of the basic contents of Wushu culture is that it does not attach great importance to ranking. In the inheritance of Wushu, the inheritance of Wushu thought is often placed in the first place. The rise of competitive sports culture has a great impact on martial arts teaching. Wushu teaching is increasingly focusing on the cultivation of students' competitive ability.

Reflecting in the teaching practice, it naturally takes action training and routine practice as the center. It should be noted that the film and television works are also the important reasons for the lack of cultural attributes of Wushu teaching. During the period of the Republic of China, there was a upsurge of martial arts in China, but it was dominated by martial arts professionals, and the social impact was relatively low.^[2] After the reform and opening up, with the increasingly close exchanges between the mainland and Hong Kong and Taiwan, a large number of Hong Kong and Taiwan action films were introduced into the mainland, which had an important impact on the mainland teenagers. The action films of Hong Kong and Taiwan have a strong appreciation of action. They focus on complex body movements and classic martial arts routines. Compared with teachers, the cultural content affects the general cognition of Wushu in society. This influence will inevitably be reflected in Wushu teaching.

3. The Development Strategy of Cultural Attribute in Wushu Teaching

3.1 To Change Teaching Philosophy

Wushu has a strong cultural attribute, so it is necessary to highlight the cultural attribute in Wushu teaching. Therefore, in the teaching practice, teachers should first change the teaching concept and take the inheritance and dissemination of Wushu culture as an important part of teaching activities. First of all, the cognition of Wushu curriculum should be deepened. Wushu course is a course with Wushu as its teaching content. From the perspective of curriculum ownership, Wushu teaching is subordinate to physical education, but Wushu is not only physical education. It has the characteristics of multi-disciplinary integration. Chinese Wushu has a long history and is closely related to philosophy, history, sociology and literature. It is an important carrier of traditional culture education. Therefore, in the course cognition, teachers should not only pay attention to the sports attributes of Wushu, but also carry out targeted teaching activities from the goal, content and law of physical education teaching; they should also pay attention to the cultural attributes of Wushu, and do a good job in the development, infiltration and promotion of Wushu culture, so as to improve the teaching value of Wushu courses. Ssecondly, the teaching objectives of Wushu should be to clarified. In the past martial arts teaching, there is a tendency of technicalization. Teachers take students' martial arts movements and martial arts routines as the center, without considering the students' learning needs and development goals. Therefore, in Wushu teaching guided by cultural attributes, teachers need to take the healthy growth and all-round development of students as the goal of curriculum development.

3.2 To Enrich Teaching Content

The lack of teaching content level is an important factor that leads to the cultural attributes of Wushu teaching can not be highlighted. Therefore, enriching, optimizing and improving the teaching content has become an important goal of

current Wushu teaching. In this regard, schools need to take effective teaching measures from the following two points. First of all, traditional martial arts as the main teaching content. Sanda is the main form of modern Wushu teaching, which is a modern Wushu style formed by summing up skills from traditional martial arts. It has strong characteristics of modern competitive sports, but its cultural attribute is relatively weak. Traditional Wushu has various types and rich types. Taking boxing as an example, it can be divided into hundreds of forms, such as Changquan (Long Boxing), Taijiquan, Yongchun boxing, etc., and each boxing method has a certain historical basis and cultural connotation. Taking traditional Wushu as the focus of teaching can fully highlight the cultural attribute in martial arts teaching and realize the goal of Wushu cultural inheritance. Secondly, it is necessary to set up a specialized martial arts culture courses. Martial arts culture is extensive and profound. Different schools of martial arts culture have both differences and similarities. For example, the theoretical basis and cultural appeal of Neijia boxing are quite different from those of foreign boxing, but they all pay attention to the spirit of Wushu morality. Schools can organize teachers to compile Wushu culture textbooks to enrich students' Wushu learning content.^[3]

3.3 To Create Teaching Environment

The theory of teaching system regards teaching activities as a system which takes teachers and students as the center and involves teaching environment, teaching contents and teaching methods. Any change of factors in the system will affect the teaching effect. As an important part of the teaching system, teaching environment is the main factor affecting the teaching development and teaching effect. Therefore, when developing the cultural attribute in Wushu teaching, teachers should do a good job in creating teaching environment, creating environment from hardware and software perspectives. First of all, in terms of hardware environment, teachers should do a good job in the layout of Wushu teaching venues. Martial arts teaching venues are divided into indoor and outdoor teaching forms. The martial arts items with larger body movement range are mainly outdoor venues, while martial arts projects with smaller limb range movements, such as Taijiquan, are mainly indoor venues. In the indoor teaching, teachers should do a good job in the setting of the site environment. For example, in the teaching of Taijiquan, diagram of the universe should be hung around the site, and the classic sayings in *Tao Te Ching* should be posted, such as “Tai Chi produces two platforms of Yin and Yang”.^[4] Secondly, in terms of software environment, teachers should pay attention to the construction of teaching culture, and organically combine the inheritance of Wushu spirit with the construction of class culture and campus culture. For example, the spirit of martial arts emphasizes self-improvement and striving for progress, which is an important part of the education of teenagers' outlook on life and values. There is a good space for integration between them.

4. Conclusion

Cultural attribute is the basic attribute of Wushu. There is a lack of cultural attribute in Wushu teaching. In this regard, teachers need to be based on the characteristics of Wushu curriculum, strengthen the status and role of cultural attributes in Wushu teaching, and give full play to the teaching value of Wushu.

References

- [1] Wang Boli (2009). The lack and reconstruction of cultural education in Wushu Teaching [J]. Journal of Shenyang Institute of physical education, no.12, pp. 45-46
- [2] Meng Tao, Zhu Jianliang, Zhao Shuwen, et al (2012). Investigation and Analysis on the current situation of Wushu Teaching for international students in sports colleges and universities in Beijing [J]. Journal of Capital Institute of physical education, no.12, pp. 34-37.
- [3] Feng Shanggui (2013). On the lack and reconstruction of cultural education in Wushu Teaching [J]. Contemporary sports science and technology, no.20, pp.17.
- [4] Shen Jianwen, Hui Yongqiang (2012). Research review on the effect of school Wushu education on the inheritance of Chinese Wushu culture [J]. Journal of Chifeng University, no.5, pp. 24-25.