

Research Status and Path Exploration of Wushu Health Education in Ordinary Colleges and Universities

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ABSTRACT. Wushu health education is the value of inheriting excellent culture. The systematic development of school Wushu is related to the inheritance and development of Chinese excellent traditional culture, and it is also an important means of local ethnic culture education and communication. Ordinary colleges and universities are the mainstay of inheriting national culture. Changing and implementing the traditional cultural education status must strengthen the scientific development concept of school Wushu in the field of education. This article uses literature data method, logical analysis method and other research methods to analyze the research status of Wushu health education in ordinary colleges and universities, follow the "health first" thought as the fundamental follow, and adopt the new "National Physical Education Curriculum Teaching in Colleges and Universities" promulgated by the Ministry of Education. Based on the spirit of "Guidelines" and "Standards for Physical Fitness of College Students", the new system of Wushu teaching in ordinary colleges and universities is discussed through the important role of Wushu in physical education in ordinary colleges and universities. To achieve the health promotion of school physical education, highlight the role of school physical education in the development of student personality, and to achieve the purpose of school physical education to promote students' scientific self-exercise.

KEYWORDS: Wushu, health education, general colleges and universities

1. Introduction

Wushu is a wonderful flower in the treasure house of Chinese traditional culture. It has a long history. As an excellent national sports project of the Chinese nation, it is an important part of sports health education and an important part of Healthy China's strategy and national fitness plan. In January 2017, the party and the government for the first time explained the "Opinions on the Implementation of the Project of Inheritance and Development of Chinese Excellent Traditional Culture" in a central document. By 2025, traditional cultural knowledge education with Chinese characteristics and Chinese style will be basically formed. The concept of Wushu

education has a leading role in the practice of Wushu education. Among the three concepts, theory, practice and practice, practice is the first essential, theoretical guidance and practice. idea. In the present, the idea has a certain guiding role. Planning is a basic manifestation of human nature. In the planning process, it plays an important guiding role in the advance knowledge and concepts of the purpose. It has an irreplaceable role in other projects in enhancing the physical and mental health of college students and inheriting traditional Chinese culture. However, Wushu have been impacted by the value of Western sports culture. To a certain extent, Wushu sports have diluted the profound connotation of their national culture and ignored the uniqueness of the nation. Health concepts and values, these will inevitably affect the deep popularization of Wushu [1]. In the teaching of Wushu public courses in ordinary colleges and universities, how can we better promote the health of the university, cultivate their awareness and habits of lifelong sports, make Wushu sports one of their main physical exercises, and become an important subject of Wushu teaching research .

2. The important role of Wushu teaching in college physical education

Wushu spreads China's excellent traditional culture and shapes the healthy personality of college students. As a cultural form, Chinese Wushu has its own unique essence and characteristics. It is an important part of Chinese civilization for five thousand years. It is based on traditional Chinese cultural theory. As far as the connotation of Wushu culture is concerned, it almost covers various components and elements of traditional Chinese culture, and penetrates the essence of traditional Chinese culture [6]. For example, Taijiquan's "supplement with softness", "static braking", "slow control" is undoubtedly the movement of Lao Tzu The best philosophical thinking in Chinese Wushu culture is best reflected. The Confucian philosophy that emphasizes "benevolence, righteousness, and courtesy" has greatly influenced the ethics of Chinese Wushu and has become its foundation and core. The Confucian doctrine puts virtue in the supremacy position, which causes Chinese Wushu to attach importance to virtue, to be loyal and filial, and to observe the characteristics of "faith" and "righteousness". In addition, Confucianism advocates the need to overcome one's righteousness, emphasize justice and benefit, modesty and prudence, and be down-to-earth. His ideal personality is a "modest and gentleman" who is humbly, steady and reserved, stricter than the law, wider than others, and open-minded. It has a profound influence on Wushu, emphasizing martial arts practitioners to be kind, respectful, loyal, faithful, modest and generous. In addition, Confucian philosophy has a very strong utilitarian color, and emphasizes the social role of actively entering the world. It believes that people must set their ambitions and take the world as their own responsibility. Therefore, under the guidance of Confucianism, they show vigor and vigor, and they are aggressive, self-improving, and die unyielding[5]. The Wushu public classes in colleges and universities are responsible for shaping the healthy personality of college students and establishing the correct world outlook, outlook on life and values, and also put forward higher requirements for Wushu educators.

3. Research status of Wushu health education in ordinary colleges and universities

Compared with the importance of Wushu teaching in physical education and health education in colleges and universities, the current status of Wushu teaching is not optimistic, and the value of Wushu education and fitness is not well developed and utilized [2]. The teaching content of martial arts public courses in most colleges is too competitive, lacking fun and practicality, the teaching methods are too training, the teaching methods are too old, which reduces the interest of students, the teaching process evaluation is too technical, and there is no effective evaluation carrier support. This causes an embarrassing situation in which college students like martial arts and dislike Wushu classes.

3.1 The teaching process is out of touch with the course objectives

According to the guiding ideology of "health first" and the principle of "people-oriented", the teaching objective of Wushu public classes should be to allow students to initially understand the traditional project of martial arts, understand the connotation of Wushu culture, and gradually master the methods and laws of Wushu sports, so as to improve students The physique level provides scientific method guidance for lifelong sports. However, most of the Wushu teaching courses in colleges and universities are still based on routine teaching, and rarely teach the meaning of power defense, fitness principles and cultural connotation, making the teaching inconsistent with the goal.

3.2 The content of Wushu teaching is outdated and the teaching method is single

Since the reform and opening up, although the school Wushu education reform has continued to deepen, on the one hand, the criticism of "only martial art theory" has hindered the development of the essential attributes of Wushu, and martial arts has moved to the other extreme of "only routine theory" [3]. The trend of gymnastics is intensifying, the self-defense function of Wushu is weakened, and the charm of Wushu is reduced, and many characteristics and values are impossible to reflect. College Wushu, whether it is an education major or a public Wushu class, have always used routines, such as five-step boxing, elementary long boxing, elementary equipment, simplified Tai Chi, etc., with outdated content. For beginners, the difficulty is high and the interest is low. The students are struggling to learn and feel bored. Teaching methods are another important means to achieve good teaching results. Chinese Wushu has always been a master apprentice, and the oral teaching method is centered on the teacher, and the students passively accept the teaching content, thereby limiting the students' initiative and creativity. Therefore, martial arts teaching activities cannot attract the favor of young and energetic modern college students.

3.3 Weak teachers in Wushu teaching

Teacher strength is an important factor that directly affects the development of Wushu teaching, and is also an important inducement that troubles the development of Wushu health education. The strength of the teacher strength basically reflects the advantages and disadvantages of the teaching effect, and it is also the foundation of the school. Wushu teaching should include the basic theories of Wushu, Wushu skills, health and fitness, offensive and defensive self-defense knowledge. For a long time, Wushu teaching has been dominated by routine teaching, which has led to the overall low quality of Wushu teachers. Although they can take up the task of Wushu teaching, they still have insufficient knowledge of some health care knowledge, traditional Wushu culture, and the meaning of attack and defense of movement. There is still a lack of professional foundation and teaching experience in this area.

3.4 The teaching assessment method of Wushu courses is single, and the evaluation effect is lacking

In the current physical education teaching assessment system, process evaluation instead of final evaluation has become a common evaluation standard in colleges and universities. Process evaluation pays more attention to the choice of student's learning attitude, goal realization, learning cognition and learning method. Evaluation usually takes the exam as the ultimate goal, focusing on the application of the assessment results. At present, the assessment method of Wushu common courses in ordinary colleges and universities is still based on the assessment of the level of students' routine exercises. This assessment method of assessing physical fitness and movement specifications by western competitive sports assessment methods does not reflect the students' learning attitude and progress. The comprehensive assessment in other aspects fails to reflect the teaching purpose of Wushu teaching fitness. Students were trained as machines of mechanical memory routines, failing to implement the guiding ideology of "health first". This leads to the embarrassing situation that students can't remember the teaching content and forget the light after the exam.

3.5 Impact of the prevalence of foreign and emerging projects on Wushu teaching

With Zhang Weili in the world's top comprehensive fighting championship (UFC) 248 women's junior featherweight successfully defended the world championship. The emergence and rapid development of free combat sports in recent years have had a certain impact on Wushu teaching, and at the same time provided a good reference for the reform of martial arts teaching. Taekwondo is a happy process for learners. The movements of learning are relatively easy to learn and practice. Most of the actual combat opportunities cater to the original intention of the practitioners to defend themselves. Free combat is more capable of cultivating martial arts, etiquette, and courage than Wushu. Etiquette is ubiquitous: single

movements, bows at the beginning and end of practice; bows to spectators and coaches are etiquettes that respect others. In contrast, the simple routine teaching of Wushu is inferior and cannot attract the interest of students [4].

4. Research on the development path of Wushu health education in general colleges and universities

Looking at the current situation of common Wushu classes in colleges and universities, we should strengthen the reform to achieve the purpose of physical health education. In the teaching process, we should strengthen the construction of teachers, break through the traditional Wushu teaching mode, guide students to exercise and strengthen their physiques with "student-centered", impart basic knowledge of Wushu, fitness methods, self-defense techniques, and educate them on patriotism And martial arts education.

4.1 Study the syllabus carefully and clarify the teaching objectives

In 2002, the "Guidelines for the Teaching of Physical Education Curriculums in National Higher Education Institutions" pointed out that physical education courses are the main means of physical exercises for college students. Through reasonable physical education and scientific physical exercise process, the main goal of improving health and physical literacy is the public compulsory course. Physical education curriculum is a teaching process that promotes the harmonious development of body and mind, ideological and moral education, cultural and scientific education, life and sports skills education and physical activity. The basic goals are sports participation goals, sports skills goals, physical health goals, and mental health. Goals, social adaptation goals, five field goals. Aiming at the goals in these five fields, the teaching goal of Wushu should not be to learn a few routines, but to exercise the purpose of strengthening the body through Wushu teaching and Wushu exercises, and master the basic methods of Wushu fitness. Scientific fitness habits, as well as understanding the national cultural connotation of Wushu, cultivate good moral cultivation, so as to achieve the ultimate goal of lifelong sports.

4.2 Increase the proportion of professional Wushu teachers and strengthen the construction of martial arts teachers

The sources of Wushu teachers in colleges and universities are mainly students from various sports colleges and martial arts specialties. Sports colleges and universities should strengthen their contact with colleges and universities, pay attention to the demand for Wushu teachers in colleges and universities, and timely adjust the curriculum to meet the needs of society. The outline of the undergraduate education plan promulgated by the Ministry of Education in July 1998 determined that the traditional national sports major is a newly established undergraduate

education major, which is a secondary discipline in physical education, and has three educational directions, namely Wushu, traditional health care sports and folk customs. physical education. Its training goal is to "cultivate all-round development of moral, intellectual, and physical education, training, scientific research, health guidance, basic knowledge and skills of the national traditional sports, specializing in Wushu, traditional health sports and folk sports." This provides a guarantee for the construction of professional faculty, so as to ensure the smooth progress of the reform of Wushu teaching in ordinary colleges and universities.

4.3 Broaden the scope of Wushu learning evaluation

The existing single evaluation method should be changed, and a multi-dimensional comprehensive evaluation system should be implemented to ensure comprehensive evaluation methods such as technical level, learning attitude, and degree of progress. The teaching goal of Wushu class is to make the students get exercise and learn a certain scientific exercise method. Therefore, the evaluation method is based on this evaluation, focusing on the process and ignoring the results, creating a "high quality and low burden" teaching environment for the students, making the students feel happy after their hard work and improving their learning of Wushu. A sense of accomplishment and the possibility of being a lifelong sport.

5. Analysis and discussion

5.1 The origin of the value of Wushu health education in ordinary colleges and universities

The history and reality of the development of school Wushu health education have witnessed the existence of school Wushu education value. To study the value of school Wushu health education, we must first look for it from the development of school Wushu education. The value of Wushu-based school education exists because of its unique value. This uniqueness, specifically, stems from the difference between Wushu and other sports. Macroscopically, it originates from traditional Chinese sports culture and western sports culture. Difference. Studying the value of Wushu health education in schools needs to be conducted on the basis of comparison of Chinese and Western sports cultures.

In different historical stages of social development, school Wushu health education has different understandings of its value. For example, ancient school Wushu education is to serve the ruling class to cultivate talents and shows "emphasis on morality", modern school Wushu health education is Trying to save the Chinese nation from crisis and showing the "spirit of Wushu". In modern and contemporary times, the value pursuit of school Wushu health education is the fundamental development of human all-round development or human modernization or the mode

of human existence or behavior, while Wushu As a carrier of inheriting Chinese sports culture, both physical and spiritual development and scientific development are required from the material attributes, and rules and morals are the norms from the organizational attributes. To advocate benevolence, to encourage competition and to abide by ethics, and ultimately to achieve the goal of intuition and rational grasp, tranquility and tranquility, and passionate harmony and unity, together with the desire for higher, faster and stronger Western sports culture Formed a unique and complementary cultural form.

5.2 Orientation of value of Wushu health education in ordinary colleges and universities

The value of school Wushu health education refers to a specific relationship between the attributes of school Wushu education as an object and the development needs of students as the subject of social practice. The value of school Wushu health education lies in the needs of students 'development for school Wushu education, rooted in the fact that school Wushu education has the attribute of meeting the needs of students' development.

The value of school Wushu health education reflects people 's demand for school Wushu education, which is also determined by the natural, social and spiritual attributes of human beings. Especially in schools in the current social transition period, the physical and mental health of most of their students is worrying , Low communication skills, and low spirits, so people urgently call for comprehensive quality education in the school, which also includes Wushu education dedicated to the harmonious development of body and mind, so as to lay it to meet the actual needs of students, release Wushu education function and realize The value of Wushu education is the basis of the content, and it has been fully developed in the practice of individual socialization and social individualization. Contemporary school martial arts health education value is objective, contemporary school Wushu health education value has its subjectivity.

5.3 Value of Wushu health education in ordinary colleges and universities

Since the value itself is based on the subject's scale as the standard and limit, the same object may have different values, and different objects may also form the same or replaceable value for the subject. Therefore, only by dividing the types of value according to the scale of the subject can we define and distinguish the specific types of value more accurately. This is the most important basic and fundamental way of value classification. Dividing the value type from the perspective of the subject has both precise certainty and dynamic openness. The significance of this division method is mainly to guide people to fully pay attention to and understand the diversity, comprehensiveness and unity of the inherent stipulations of the subject's nature, needs, capabilities, etc., and understand the infinite richness and

possibility of human development. The most fundamental. By dividing the value type according to the scale of the value subject, the basic needs of people can be classified first. It can be seen from the foregoing that since people have natural, social and spiritual attributes, they have the need for the development of these attributes, that is, in the context of contemporary Chinese society, they have the needs for physical health, social interaction and spiritual development.

The value of school Wushu health education is divided into physical value, social value and spiritual value according to its scope of action. This is manifested in the physical aspect as strong internal and external strong, in the social aspect as adapting to conflict and communication, in the mental aspect as mental health, advocating Wushu, "dwelling poetically", harmonious personality, contemporary school Wushu health education is committed to The harmonious development of human beings, and the evaluation of the value of Wushu education in schools are based on the benefits of physical and mental health and social progress as the standard to meet the needs of the society. With the update of the value concept, the way, means and conditions of value realization are becoming more scientific and modern.

6. Conclusion

As an important carrier of physical education in colleges, Wushu has an irreplaceable function and role in spreading Chinese sports culture and promoting the concept of health first. The actual situation of martial arts teaching in universities does have some problems that cannot be ignored, and it takes time to adjust and change, but as long as the Wushu educators proceed from the actual situation of ordinary colleges and universities, develop teaching goals and teaching methods that meet the psychological and physiological needs of college students And teaching content, on the basis of the original teaching system, creatively organize the teaching process, study teaching methods, broaden teaching thinking, and indeed do Wushu teaching courses for college students and contribute to the physical and mental health education of college students.

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