

Research on the Construction of Taekwondo Teaching Content in Universities Based on Curriculum Resources

Yan Zhang

Department of Physical Education, Beijing International Studies University, Beijing, China

13911565821@163.com

ABSTRACT. *Taekwondo plays an important role in college physical education and is an important part of it. Taekwondo plays an important role in self-defense and physical fitness, and plays an important role in shaping students' good will and improving their comprehensive quality. With the continuous development of Taekwondo in colleges and universities, managers have made Taekwondo adapt to the development of colleges and universities through the continuous development of curriculum resources. With the rapid development of Taekwondo, the new curriculum reform and the progress of science and technology, the requirements for Taekwondo teaching are getting higher and higher. Backward teaching mode, incomplete content construction, etc., affect the improvement of skills and ability. Based on the development of Taekwondo in ordinary universities, this paper analyzes the current Taekwondo teaching in ordinary universities, discusses the existing problems in Taekwondo teaching, studies the development strategy of Taekwondo curriculum resources in Chinese universities, and puts forward the method of constructing Taekwondo teaching content based on curriculum resources.*

KEYWORDS: *Taekwondo, Curriculum resources, Teaching mode.*

1. Introduction

Taekwondo, which has the title of the world's first fighting sport, is integrated with college physical education and has become an important part of college physical education [1]. According to the current situation of Taekwondo Teaching, there are many deficiencies to be further improved. Taekwondo course, as an important subject in college physical education, is deeply loved by college students. The traditional teaching mode has been unable to meet the needs of Taekwondo Teaching Reform and students' personality development at this stage [2]. The teaching mode of taekwondo course in most universities is out of date and lags far behind the form of teaching reform in terms of teaching content, teaching method and assessment form

[3]. As Taekwondo is not a planned course of the Ministry of education of China, there is no clear development plan and teaching goal for this new discipline. Therefore, different universities need to adjust and improve the teaching content of Taekwondo according to the actual situation of the school [4]. Taekwondo is not a course planned by the Ministry of education of China, which leads to the lack of clear guidance and professional teaching content in schools, which can not meet the requirements of society and students [5]. How to improve the teaching content of Taekwondo according to the actual situation of the University and give full play to the educational value and social value of Taekwondo in the limited teaching time is a problem we need to study.

With the deepening of China's education reform, curriculum resources, as a new concept, has entered the field of education, becoming the research object of educators and practitioners, and a new bright spot in the field of Education [6]. At present, universities still need to effectively adjust taekwondo course according to their own problems, improve their own teaching level, and give play to the value of taekwondo course [7]. In the major domestic universities dominated by young people, taekwondo is loved by college students, and many universities have added elective courses of Taekwondo to meet the actual needs of students [8]. With the rapid development of Taekwondo, the new curriculum reform and the progress of science and technology, the requirements of Taekwondo Teaching are also higher and higher. Now Taekwondo Teaching is still facing some problems [9]. The backward teaching mode and incomplete content construction affect the improvement of skills and ability. Therefore, the construction of Taekwondo teaching content has become an urgent task in college physical education. Combining with the development of Taekwondo in ordinary universities, this paper analyzes the current Taekwondo Teaching in ordinary universities, discusses the existing problems in Taekwondo Teaching and students' attitude towards Taekwondo, and according to the actual work and social requirements, puts forward the method of constructing Taekwondo Teaching Content Based on curriculum resources.

2. Present situation of Taekwondo teaching in ordinary universities

Taekwondo is a comprehensive sport which integrates sports and self-defense. It has certain development space in universities. With the comprehensive development of education, more and more schools begin to offer Taekwondo Courses. College students are energetic and have plenty of spare time. However, due to the irrationality of sports curriculum in Chinese universities, the enthusiasm of students to participate in sports is not high. The teaching content of Taekwondo includes traditional Taekwondo, competitive Taekwondo and other types. Due to the influence of teachers' unprofessional and traditional ideas, the training goal of taekwondo course in universities is focused on students' skills, resulting in different Taekwondo categories not appearing in the classroom on average. With the popularity of Taekwondo, the world is more favored by students, many universities have opened Taekwondo elective courses, elective courses, etc. to meet the needs of students.

Usually, it is the teacher who explains and demonstrates the movements of Taekwondo, and then the students imitate the teacher's movements to practice. The teacher corrects mistakes in the process of students' imitation. This kind of teaching method does not let students play a role in the classroom, so that students do not fully understand the movements of Taekwondo. It is completely for the examination of teaching, and can not let students really learn Taekwondo, contrary to the goal of university physical education. Most schools arrange Taekwondo curriculum as continuation of taekwondo practice form, and the traditional Taekwondo character education is single, there is no perfect teaching mode.

No matter the feeling of students or the requirements of society, the existing Taekwondo Teaching is not consistent with it. Therefore, the content and form construction of Taekwondo curriculum needs reform and innovation. In view of the existing problems, how to improve the overall teaching quality and effect is an important task in front of us. The effective development of Taekwondo curriculum resources conforms to the requirements of innovative education, makes the development of teaching system conform to the relevant requirements of physical education, drives the development of education with innovative ideas and methods, and makes sports a fruitful achievement of education reform and serves the development of education. In the actual teaching, taekwondo education should focus on professional skills, pay attention to students' skills training, cultivate students' love for Taekwondo and improve their ability. The development of Taekwondo curriculum resources is conducive to the development of mass sports, make the campus sports to the masses, make the masses realize the importance of sports, make the masses understand the development of campus sports, and have a preliminary understanding of College Students' sports. In the university public Taekwondo Teaching, Taekwondo Teaching is gradually declining, there is no pertinence for Taekwondo Teaching, and students only learn Taekwondo after class [10]. In the process of Taekwondo Teaching, there is no certain pertinence in the setting of teaching content, many of which are large theories, and many textbooks are provided for their own colleges and universities, without the promotion of general films. This requires the main content of curriculum resources, in order to develop and utilize them, to bring certain value, to turn curriculum resources into teaching contents, to apply them to students, and to give full play to the role and value of curriculum resources.

3. Ways to construct effective teaching contents

3.1 Strengthening the construction of teaching staff

Teachers are the guides of students and the transmitters of knowledge, which play an important role in teaching. For the highly specialized Taekwondo teaching, the requirements for teachers are even higher. Teachers should not only have skilled

professional skills, but also have deep cultural background. Schools should strengthen the construction of the leading position of Taekwondo education in teaching, improve teachers' work enthusiasm, let teachers give full play to their enthusiasm, and improve the teaching quality of Taekwondo courses. Faced with the current scarcity of Taekwondo teachers, schools can hire Taekwondo sports coaches to join the school teaching, so that students can be exposed to more professional Taekwondo courses. When teaching Taekwondo, there are strong individual differences in students' physical quality, physical strength, experience, skills and talents. Therefore, when teachers arrange teaching contents, they should design according to students' actual conditions. Teachers' teaching ability and level play a vital role in teaching effect. Teachers' teaching ability can be improved through regular training, and mutual listening and evaluation mechanism can be set up in teaching, so that teachers can evaluate each other and promote the improvement of teaching ability and level. When managing teachers' resources, teachers should be constantly trained to improve their professional level, and then teachers should be assessed regularly to integrate teaching resources and optimize the allocation of teachers and students' resources.

3.2 Breaking traditional teaching methods

The course setting of Taekwondo teaching mainly focuses on the cultivation of students' ability. For professional Taekwondo teaching, we must fully understand the content of Taekwondo course, master the key points of Taekwondo education, scientifically reduce the class hours and strengthen the simplification of the course, so that students can have a more comprehensive understanding. In order to enable students to better adapt to the requirements of society, teachers need to use new teaching methods to carry out Taekwondo teaching, so as to achieve teaching objectives and help students learn more Taekwondo knowledge and skills. Taekwondo, as a fashionable and practical sport, has the unique functions of strengthening the body, defending itself and cultivating the body and mind, and stands out among many sports with its unique charm. The innovation of Taekwondo teaching mainly lies in the change in the cultivation of students' practical skills, giving students more practical opportunities, so that students can get all-round development in practice [11]. Figure 1 shows the plasticity structure of sports function in the construction of Taekwondo teaching content.

The reform of Taekwondo teaching is mainly to change the educational ideas, make it easier for students to master, train students to master correct and scientific learning methods, and let students use their spare time to exercise themselves to enhance their physical fitness. Teachers constantly sum up in teaching, cut down the corresponding teaching contents that are not suitable for students in Taekwondo teaching, enrich and dig deeply the teaching contents that can promote students' all-round and healthy development, and further enhance their role, and make full use of the principle of teaching students in accordance with their aptitude in teaching, so as to perfectly combine teaching methods and teaching contents and promote the

improvement of teaching quality.

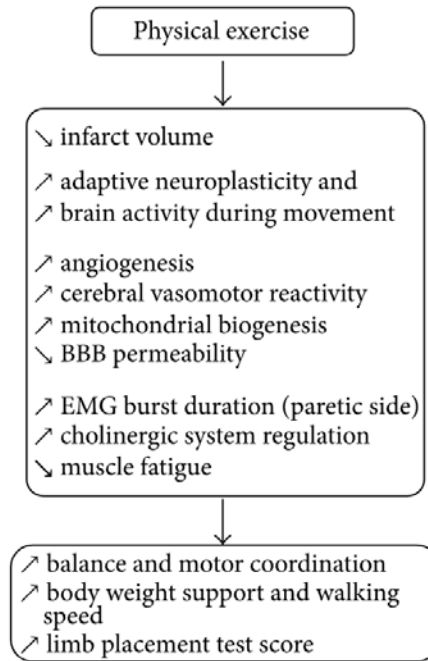


Figure 1 Plastic structure of sports function

4. Conclusions

Taekwondo curriculum lacks national guidance, so in the process of training students, schools should be able to explore the teaching methods of Taekwondo independently, combine Taekwondo with the teaching objectives of physical education courses in Chinese universities, and effectively implement the fitness function and social education function of Taekwondo. In the process of implementing the new teaching mode of Taekwondo course, the teaching contents that meet the needs of social development can be appropriately increased according to teachers' expertise and students' preferences. In the design of Taekwondo course, we should pay attention to the collection of theory and practice, pay attention to the concept of students' own development needs and social progress needs, and set up Taekwondo course scientifically and reasonably. In the process of Taekwondo teaching, teachers should pay attention to the development of Taekwondo curriculum resources, as well as the integration and utilization of resources. Teachers should not only improve the teaching environment and training facilities, but also improve their awareness of

resource utilization, teaching methods and teaching efficiency. When teachers arrange teaching contents, they should design according to the actual situation of students. For Taekwondo teaching in universities, we must proceed from reality, improve students' comprehensive quality, improve students' pioneering and innovative ability, and conduct comprehensive education for students, so that students' physical and mental development can be healthy.

References

- [1] Choi, Duk-Muk, Kang, et al. Overseas Taekwondo Stories Taught by Taekwondo Masters: The Meaning of Educational inherent in Experience [J]. Korean Journal of Sports Science, 2017, 26(3):809-824.
- [2] Cynarski W J, Yu J H, Borysiuk Z. Technical forms in teaching karate and taekwondo [J]. Journal of Combat Sports and Martial Arts, 2017, 8(1):31-36.
- [3] Wang Xuewen. Research on the Mixed Teaching Mode of Taekwondo Course for Sports Majors [J]. Youth Sports, 2019, 72(4):91-92.
- [4] Zeng Qingguo. Exploration of the Way to Improve the Quality of Taekwondo Teaching in Colleges and Universities [J]. Contemporary Sports Science and Technology, 2018, 237(15): 58+60.
- [5] Tang Jing. A Preliminary Study on the Contents of Taekwondo Teaching Reform in Colleges and Universities [J]. Contemporary Sports Science and Technology, 2019, 9(8):112-113.
- [6] Li Zhen, Cheng Junlin. Research on the Current Situation and Countermeasures of Taekwondo Course Evaluation in Colleges and Universities [J]. Contemporary Sports Science and Technology, 2015, 5(16): 102-103.
- [7] Chen Qiuyue. Exploration and Analysis of the Setting Path of Taekwondo Course in College Physical Education[J]. Neijiang Science and Technology, 2015, 36(12):97-98.
- [8] Liu Jing. Analyze the application of reform and innovation of sports games in university Taekwondo teaching[J]. Contemporary Sports Science and Technology, 2017, 7(23): 21-22.
- [9] Lu Wei'an. Research on Flexibility Training in Taekwondo Teaching in Colleges and Universities [J]. Contemporary Sports Science and Technology, 2018, 231(9): 27+29.
- [10] Zhang Wei. The main problems and countermeasures in Taekwondo teaching in colleges and universities [J]. World of Sports (Academic Edition), 2018, 785(11):127+135.
- [11] Wang Xuelian. Research on Problems and Countermeasures in Taekwondo Teaching in Colleges and Universities [J]. Contemporary Sports Science and Technology, 2019, 9(1):159-160.