

The Influential Factors of Teaching Effect in External Taijiquan Teaching and the Study Tasks of Learners under Different Learning Interests

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Abstract. Taijiquan culture has an important guiding role in Taijiquan learning. In the teaching of Taijiquan, students should pay attention to the learning of Taijiquan culture. In the course of Taijiquan teaching, it should be focused on different stages of learning interest in teaching methods and teaching content. This article discusses the guiding ideology and principle of teaching Taijiquan in the light of the development stage of learning interest and the importance of Taijiquan culture, and combined with the author's own teaching experience to provide a reference model. The main conclusions of this paper are as follows: Through the study of foreign Taijiquan learners and domestic Taijiquan coaches, it is found that the level of foreign language directly affects the teaching of foreign Taijiquan. Different cultural background of overseas Taijiquan lovers also influences their learning of Taijiquan; The development of learning interest has went through three stages of fun, interest and aspirant. Different teaching methods and teaching contents should be adopted at different stage, so is Taijiquan teaching; In the process of external Taijiquan teaching, the necessary integration of Taijiquan teaching should be carried out. Taijiquan coaches should follow the basic rules of Taijiquan teaching, basic teaching methods and means, teaching content should be reasonably arranged. Actively organize the study of Taijiquan culture and promote the mastery of Taijiquan by foreign Taijiquan learners.

1. Introduction

With the promotion of Taijiquan, more and more foreign friends show a strong interest in Taijiquan and have joined the procession of learning Taijiquan. The teaching of Taijiquan has became one of the primary ways for the spread of Taijiquan culture. At present, there are three main types of Taijiquan study abroad: foreign students studying in China; Taijiquan fans studying abroad and Taijiquan fans who dedicated to domestic training specially. This article refers to the teaching of external Taijiquan that is specifically for the teaching of these three groups of people.

Foreign Taijiquan learners initially learned Taijiquan may be proceed from the purpose of understanding Chinese traditional culture. Since Taijiquan is very closely integrated with Chinese traditional culture, Taijiquan is regarded as a "window" to understand Chinese traditional culture, and interested in Taijiquan chuan. During the learning process, everyone experiences different stages of interest. Therefore, the coaches of Taijiquan should know the stage of development of learning interest and arrange the teaching content reasonably. In addition to the "kung fu" that allows more foreign Taijiquan learners to learn Taijiquan, it is also important to make foreign Taijiquan learners understand Taijiquan culture and traditional Chinese culture.

Influenced by the traditional Chinese Martial Arts training methods, many Martial Arts trainers did not learn the knowledge of psychology specially. In the face of foreign Taijiquan learners, the teaching effect is not good due to their own theoretical foundation and lack of cultural standards. Therefore, based on many years of teaching experience, the author summarizes the main factors that affect the teaching effectiveness of Taijiquan. So in this paper, the author based on years of teaching experience summary of the main factors affecting foreign Taijiquan teaching effect, and combining

the learning interest of the development of the stage theory of Taijiquan teaching interest in different development stages of learning tasks and the necessary integration of teaching content, in order to Taijiquan coaches in foreign provides referential way of teaching in Taijiquan teaching, as well as the role of Taijiquan culture spread sprang out.

2.The main factors affecting the teaching effect of external Taijiquan

Through the survey of nearly 100 foreign learners who study Taijiquan and Taijiquan coaches, it is found that the main factor restricting the teaching of Taijiquan is the difference of language and cultural background. The two major parts of teaching Taijiquan are the Taijiquan coach and foreign Taijiquan learners. First of all, from the aspect of Taijiquan coaching, due to the influence of traditional Chinese Martial arts training methods, domestic Taijiquan coaches usually have poor foreign language skills, which leads to unsatisfactory language explanations. Therefore, in Taijiquan teaching, Taijiquan coaches must take time to learn the foreign language.

For foreign Taijiquan learners, both "language" and "cultural background" affect them. When the Taijiquan instructor can only use Chinese in teaching, if the learner's language does not pass, they can not understand the coach's teaching content. In addition, due to the extensive and profound Taijiquan culture, the differences in cultural backgrounds have become a major obstacle for them. Therefore, whether it is a Taijiquan coach or a foreign Taijiquan enthusiast, we must master the necessary language and have a certain understanding of Taijiquan culture and then we learn Taijiquan better.

3.Division of stages of interest in learning and the integration of Taijiquan teaching content

3.1Division of the stages of interest

The development of interest goes through three stages: fun, interest and aspirant[1]. Fun is a low level of interest development, at this level, the stage of interest is very unstable, if the teaching content can not attract learners, fun can easily reduce or disappear. With the further development of fun, the fun will rise to the interest stage. The interest in this stage is relatively stable, and it is characterized by its persistence and specificity for learning the specific content. The highest stage of interest is the aspirant stage, which can overcome the difficulties and persist in learning even under the interference of the outside world.

In the teaching of Taijiquan, the fun stage is the initial stage of interest development. The interest in this stage is not stable. Students tend to decrease their interest due to various reasons. If the coach does not pay attention to the teaching methods and the reasonable arrangement of the teaching contents, the consequence is that learners no longer learn Taijiquan. When Taijiquan learners hold on to the fun stage, Taijiquan coaches can increase the difficulty of learning, but still want to protect the fun of learners. After the interest of Taijiquan learners develops into the aspirant stage, coaches can teach raise strict requirements according to the teaching Tasks.

3.2External Taijiquan teaching content integration

In the process of external Taijiquan teaching, the different teaching effects influenced by such factors as coaches' educational level, training years, teaching level, teaching methods and teaching styles. In addition to different Taijiquan schools of science, practice methods and there is a certain difference. But the basic of Taijiquan teaching should be followed. The integration of Taijiquan teaching involves the following three aspects:

3.2.1Taijiquan basic teaching rules

Firstly, we should follow the basic characteristics of Taijiquan movement: the body loose and calm, slow and gentle action, action match the breath, action match the ideation, continuous link of motion, action arc-based movement, and exercise to the waist for the shaft and so on. Secondly, follow the basic teaching content and order of Taijiquan: basic skills → basic action → combination action → martial arts routines → equipment routines → push hand techniques. The basic teaching method of traditional Taijiquan mainly uses demonstration method and explanation method. Demonstration includes a complete demonstration and decomposition demonstration. During the

practice of Taijiquan, the coach usually uses the password method to decompose the action for practice or lead the students to practice.

3.2.2 Taijiquan basic skills and routines of teaching

The teaching of basic skills and basic routines in Taijiquan teaching is two major aspects of teaching. Basic skills, including hand, step-by-step, practices, footwork, etc., different genres way, the method will be different. But both of them emphasize the training of basic skills. The Taijiquan routine is one of the main manifestations of Taijiquan exercise. Through the complete and smooth action, the demonstration of Taijiquan is thorough. The teaching of basic skills and basic routines in teaching Taijiquan forms an important aspect of teaching Taijiquan.

3.2.3 Taijiquan cultural heritage

Learning Taijiquan culture is also an essential part of Taijiquan teaching. Taijiquan is very rich in culture and is closely related to traditional Chinese philosophy, literature, science, medicine and other disciplines and contains rich philosophy of life and dialectics of nature. In the process of its formation and development, Taijiquan has also been greatly influenced by Chinese classical aesthetics. In addition, Taijiquan's health value is also an important part of Taijiquan culture. Therefore, in the study of Taijiquan, we should pay attention to the teaching of Taijiquan culture, and avoid the misalignment between Chinese and western culture to cause learning and understanding inaccurate in Taijiquan.

3.2.4 The division of the learning stage of Taijiquan

Some scholars in China have divided the study of Taijiquan into four stages of shape practicing, means practicing, practicing Qi and combining emotions [2], And they emphasized the importance of practicing Taijiquan in the initial stage of learning. In addition, some scholars have also summarized the study of Taijiquan into three stages: seeking shape, seeking interest, and seeking meaning. The so-called "shape" is to require the physical posture to correct. "Rescue", is to require us to cooperate with action and breathing. "Meaning" is required in the practice of Taijiquan to sense the activity. These three stages reflect the process of Taijiquan learning from easy to difficult, and from shallow to deep[3]. This article uses a method that is divided by four stages.

4. Analysis of Taijiquan Teaching Contents in Different Learning Interests

In the teaching of Taijiquan, according to the three-stage theory of interest development and the "four stages" of Taijiquan teaching, Taijiquan coaches should arrange the teaching content of Martial arts in a targeted manner.

4.1 Interesting Stage Teaching Analysis

Interest in this stage is very unstable, so the coach arrange some teaching content should be more intuitive and original. For example, competition methods can be used to give learners more direct experience of the fun of Taijiquan and the practicality of kung fu, thus triggering their strong interest in learning. You ought to use more encouraging language in teaching to protect their enthusiasm for learning. This stage belongs to Taijiquan teaching "practice" stage, the main contents of technical teaching are the basic skills and basic routine. In the study of Taijiquan culture, you should pay attention to the training of "martial arts". Furthermore, it is also an important way to protect their interest in learning by zealously answer the questions of learners.

4.2 Fun stage teaching analysis

With the deepening of learning, learners have a direct experience of Taijiquan, they have mastered a certain basic skills. This stage also experienced a sense of rhythm of Taijiquan, Taijiquan learning has generated a more keen interest and start preliminary Pursuit of the combination of 'shape' and 'meaning' in Taijiquan. This stage is still mainly based on the basic skill of TaiChi and routine learning. You can use the game for learners to experience the progress, and further stimulate their cultural connotation of Taijiquan. The pursuit of lead to its interest in Taijiquan culture.

4.3 An Analysis of Interesting Stage Teaching

At this stage, Taijiquan learners' interest has been very steady. Many fans who come to China to study Taijiquan basically belong to this stage. Therefore, the focus of this phase of teaching in

addition to basic skills of Taijiquan, routine teaching, to stimulate learners to explore the deep connotation of Taijiquan culture and philosophical thinking is the main task of this stage. Only on the basis of in-depth exploration of Taijiquan culture can Taijiquan learners understand from a deeper level that Taijiquan is vast and exquisite.

5.Conclusion

Through the study of foreign Taijiquan learners and domestic Taijiquan coaches, it is found that the foreign language proficiency has a direct impact on the teaching of foreign Taijiquan. The cultural background differences of overseas Taijiquan lovers are also important factors that influence their learning Taijiquan.

The development of learning interest has experienced three stages of fun, interest and aspirant. Different stages should adopt different teaching methods and teaching contents, as well as Taijiquan teaching.

In the process of teaching Taijiquan, we should make the necessary integration of Taijiquan teaching content. Taijiquan coaches should follow the basic rules of Taijiquan teaching, basic teaching methods and means, reasonable arrangements for teaching content. Actively promote the study of Taijiquan culture and promote foreign students to master Taijiquan.

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