

A Survey of Tai Chi Learning Motivation for Ordinary University Freshmen

Shengxia Liu, Lelan Zhao, Yuying Long

Jiangxi Normal University, Nanchang, China

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Abstract: Survey of college students' participation in the present situation of students' motives of Tai Chi, provides a good recommendation Tai Chi teaching and curriculum reforms in the future in accordance with their aptitude. 200 non-sport major college freshmen in Jiangxi Normal University Tai Chi were investigated in terms of learning motivation, through the processing and analysis of the results of the questionnaire and the article finds out the factors that affect the motivation of students participating in Tai Chi exercise and results are as follows:(1) Students' understanding and awareness of correct Tai Chi theory framework is a motivation for Tai Chi exercise.(2) In terms of intrinsic motivation, girls tend to be motivated by interest and appearance, while boys tend to focus on social motives, motives and interested motives.

1. Introduction

What is the need for college students to participate in Tai Chi learning? In many literatures about motivation, psychologists usually use the term motivation to describe the internal states and processes that individuals release energy and impulse, guide behavior toward a certain purpose, and maintain the behavior for a period of time. Psychologists have great practical significance in this aspect of research, but Tai Chi in this aspect of research is less. As a representative of national traditional culture, Tai Chi plays an irreplaceable role in enhancing students' physical and mental health, cultivating excellent moral quality, establishing national self-esteem and inheriting traditional Chinese culture. It will have a positive and far-reaching impact on the spread of Tai Chi culture to study and discuss from all the aspects of college students' learning motivation of Tai Chi.

Internal motivation is the original motivation of Tai Chi learning. This study will start from the characteristics of students' Tai Chi learning motivation, to understand the different motivation of students to participate in Tai Chi learning and exercise, so as to achieve the understanding of the characteristics and structure of students' internal motivation, which has a positive and far-reaching impact on students in the process of Tai Chi learning.

Through the investigation, this study understands the current situation of students' motivation to participate in Tai Chi. Through the analysis of the investigation results, it provides teachers with reliable data to understand students' internal motivation, and uses targeted teaching methods and means to stimulate students' enthusiasm to participate in Tai Chi learning. At the same time, it can provide physical education teachers with better choice of teaching methods and achieve the goal of It can provide reference for further promoting the reform and development of college physical education, and provide good suggestions for future Tai Chi Teaching and curriculum reform. Therefore, this study has practical value and important practical significance.

2. Methods

2.1 Research Methods

2.1.1 Literature Method

Through the related websites of Jiangxi Normal University Library, CNKI, Baidu, etc., search and consult the relevant literatures about the learning motivation and learning motivation of Tai Chi, and borrow monographs such as pedagogy, psychology, physical education, etc.

2.1.2 Observation Method

The survey subjects were observed from the side to observe the situation of college students' playing field, teachers' teaching and students' learning.

2.1.3 Interview Method

In order to obtain the teaching methods and students' learning motivation of Tai Chi and the relationship between Tai Chi and traditional culture, the interview method is adopted. The objects are teachers and students.

2.1.4 Questionnaire Survey

In this study, the subjects were investigated by questionnaire to understand the way of college students' understanding of Tai Chi, the internal motivation and attribution of learning Tai Chi.

2.1.5 Data Statistics

Descriptive statistics were made on the data obtained from the questionnaire.

2.1.6 Logical Reasoning

On the basis of the collected data and the logic rules, the paper makes logical reasoning on the existing problems and the causes, and tries to find solutions to the problems.

2.2 Participant

In this study, 200 non physical education students were randomly selected from Jiangxi Normal University. 200 questionnaires were sent out, and 186 of which were recovered and effective. The effective rate was 93%, including 117 male students and 69 female students.

3. Results

3.1 Ways for College Students to Know Tai Chi

From 1 to 7, 83 students are from film and television, accounting for 44.6%; 56 students are from novels and books, accounting for 30.1%; 21 students are from physical education, accounting for 11.3%; 14 students are from watching competitions and performances, accounting for 7.5%; 8 students are from other people's practice, accounting for 4.3%; 3 students are from parents and friends, accounting for 1.6%; and there is only one person from martial arts training class, accounting for 0.5% of the total.

Among them, it is objective and authentic to the knowledge of Tai Chi that 25.2% students through physical education teaching, watching competition performance, watching other people's practice, and their parents and friends to participate in their own martial arts training class, which has a positive impact on the cultivation of students' positive internal learning motivation and the exercise and learning of Tai Chi. 74.7% of the films, TV programs and novel books has great obstacles to the cultural transmission of Tai Chi. These two ways can not correctly reflect the essence of Tai Chi, which greatly exaggerate the external form and core part of Tai Chi, easily lead students to form preconceived wrong ideas, and have a negative impact on the cultivation of students' internal motivation. Therefore, physical education teachers should strengthen the communication, guide and set up students' correct learning motivation by teaching basic theoretical knowledge of Tai Chi and training students' correct technical framework system. Such data results should be worth our in-depth consideration of physical education teaching workers. Physical education only accounts for 11.3% of the total. The main reason may be that the curriculum of college students' Tai Chi teaching is still relatively weak, which is very difficult for college students to know and understand Tai Chi and cultivate their correct learning motivation of Tai Chi.

Table 1 Ways for college students to know Tai Chi

category	film&TV	novel books	sports teaching	performances	other learning	parents&friends	training class
Number	83	56	21	14	8	3	1
Percentage	44.6%	30.1%	11.3%	7.5%	4.3%	1.6%	0.5%
Sort	1	2	3	4	5	6	7

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3.2 Motivation Analysis of TaiChi Learning of College Students

In this study, 200 freshmen who are not majoring in physical education in Jiangxi Normal University will be interviewed about their internal and external motivations. The internal motivation includes interest motivation, health motivation, social motivation, ability motivation, appearance motivation and fighting motivation. The external motivation includes completing credits, learning Tai Chi easily and promoting traditional culture.

Table 2 Internal Motivation Data Statistics

	Selection frequency	Proportion	sort
Internal motivation			
Interest motivation	157	84.4%	1
Ability motivation	124	66.7%	2
Social motivation	110	59.1%	3
Appearance motivation	58	31.1%	4
Health motivation	92	49.5%	5
Fighting motivation	63	33.9%	6

It can be seen from table 2 that the reasons for choosing Tai Chi are the most frequent choice of interest motivation among the internal motivation, 157 times in total, accounting for 84.4% of the total. The high proportion of internal interest motivation is conducive to students' active participation in Tai Chi learning, and the internal passion for learning is not easy to fade, which has a good role in promoting students' learning of Tai Chi. The frequency of ability motivation choice is 124 times, accounting for 66.7% of the total. Social activities Machine selection frequency is 110 times, accounting for 59.1% of the total; appearance motivation frequency is 58 times, accounting for 31.1% of the total; health motivation frequency is 92 times, accounting for 49.5% of the total; fighting motivation frequency is 63 times, accounting for 33.9% of the total; the proportion of fighting motivation is less, which may be due to the fact that teachers pay less attention to the teaching of Tai Chi, which results in students' less fighting ability of Tai Chi. Tai Chi is an excellent form of both internal and external training, and the fighting ability of Tai Chi is an important part of Tai Chi, which is the external embodiment of its internal culture. The teaching of fighting ability is an indispensable part of Tai Chi learning. Therefore, teachers should strengthen the fighting teaching of Tai Chi, so that students can better understand the system of Tai Chi, which is conducive to students' correct understanding of the inherent nature of Tai Chi.

Table 3 External Motivation Data Statistics

	Select frequency	proportion	sort
		External motivation	
Credits completed	89	47.8%	1
Tai Chi is easier	25	13.4%	2
Promoting traditional culture	32	17.2%	3

It can be seen from table 3 that in order to complete credits, the selection frequency of external motivation is 89 times, accounting for 47.8% of the total; the selection frequency of learning Tai Chi easy is 25 times, accounting for 13.4% of the total; the selection frequency of promoting traditional culture is 32 times, accounting for 17.2% of the total. In this study, only 17.2% of the students think that they choose Tai Chi in order to promote traditional culture. Through the on-the-spot investigation of the teaching site, it is found that the actual teaching is the lack of traditional culture and etiquette. Tai Chi has many years of national cultural foundation, and practitioners of Tai Chi attach great importance to traditional culture and etiquette cultivation. Since ancient times in China, it has been said that "Before learning skills, students should know etiquette". Only when they have certain etiquette to teachers and classmates in class, it can ensure a harmonious teaching environment. Such a relaxed and pleasant class atmosphere can regulate students' motivation level and reduce their anxiety emotion, and it also can make our traditional culture spread and develop well. It can cultivate the national emotion of college students, enhance national self-confidence, and improve national pride. Therefore, the strengthening of traditional culture and etiquette teaching is necessary to stimulate and maintain the learning mechanism of Tai Chi for college students.

4. Conclusion

There are too many ways for college students to know Tai Chi, which can not really reflect the essence of Tai Chi, and may certain damage to students' understanding of Tai Chi.

The students know little about Tai Chi through physical education, and the school is not strong enough in promoting Tai Chi through physical education.

A small number of college students choose Tai Chi learning to promote national traditional culture, and people's awareness of traditional culture inheritance is relatively weak.

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