

# Reform of Practice Teaching Method of Traditional Wushu in Colleges and Universities

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**Abstract.** Traditional Wushu has long been brought into the teaching of physical education in colleges and universities. The study of traditional Wushu by college students is not only conducive to strengthening their health, but also to help students to establish national cultural self-confidence. Unfortunately, the traditional Wushu teaching in colleges and universities is facing a certain dilemma, students are not highly aware of the traditional martial arts, lack of interest in learning. This paper analyzes and studies the problems existing in the practice teaching of traditional Wushu in colleges and universities, and probes into the reform of teaching methods.

## Introduction

Traditional Wushu is the treasure of national culture. Learning martial arts is helpful to improve the function of internal organs and systems, to cultivate the quality of human will, to improve the strength of limbs, to improve the flexibility and coordination of human body, and to enhance immune ability. Traditional Wushu has been deeply loved by the masses for thousands of years, and folk Wushu practice is still popular today. In the 1950s, Wushu teaching was introduced into colleges and universities (then limited to physical education colleges). Since 2000, traditional Wushu have been formally included in physical education teaching in many colleges and universities. However, the effect of traditional Wushu teaching in colleges and universities is not ideal, so we need to know the problems existing in the research teaching.

## Main Problems in Traditional Wushu Practice Teaching in Colleges and Universities

**Students lack interest in learning.** Wushu teaching was carried out late in school education in our country. In 2001, Wushu was listed as a compulsory subject in middle school physical education. In 2017, about 70% of schools in China still did not offer physical education. As a result, college students in primary and secondary schools have basically not been exposed to Wushu. Students are not familiar with, do not understand, do not respect Wushu, and generally lack interest in learning Wushu [1]. And today, college students have all experienced quizzes, high school exams, and college entrance exams. Ten years of examination-oriented education has made students think more about intellectual education than physical education. Many students feel that Wushu are the performance of artists, and their understanding of Wushu is so superficial that they do not know that they have made a mistake about the golden age of Wushu practice, and they still less aware of the rich traditional cultural connotation behind Wushu. Some students feel that 24-style simplified Taijiquan and primary fencing move too complex, slow pace, and is lack of confidence and patience to practice Wushu.

**Single Teaching Method.** At present, the teaching of Wushu in colleges and universities is still teacher-centered and carries out closed linear teaching: teachers explain and demonstrate, decompose various technical movements, and let students imitate dozens or even hundreds of repeated exercises of teachers in order to make a deep impression in the minds of students and build conditioning. The students, who have long been influenced by Wushu novels, have unrealistic illusions about martial arts (many students even think that there are "nine yin and white bone claws" and "beating dragon 18 palms" in the world), think that practicing Wushu is very simple and are unable to adapt to this simple repetitive action practice, and they only feel that martial arts classes

are dull and monotonous, teachers and students lack of communication and interaction, the classroom atmosphere is not active [2], and the students obviously lack the ability to fight. In addition, teachers only pay attention to teaching students various Wushu movements, but not to the students to introduce the historical and cultural content of Wushu, so Wushu training in some schools has become a new radio gymnastics. Moreover, Wushu teaching lacks practicability. At present, teachers mainly teach students the basic skills of Wushu (many schools are still using Wushu textbooks in 1956), rather than practical techniques and tactics such as self-defense.

**Construction of Wushu Association Lags behind.** At present, there are only two physical education class hours per week in colleges and universities, and only 18 classes in each semester, students can not fully practice Wushu in the limited class hours, and it is difficult for beginners to master the essentials of Wushu movements. Therefore, it is necessary to organize students to set up various Wushu associations so that students can practice martial arts independently in their extracurricular time, learn Wushu, help each other, promote each other, and then cultivate the good habits of students practicing martial arts for life to achieve the teaching effect of physical fitness. But students do not have any source of income, it is difficult to raise funds for the activities of Wushu association, nor can they find a place to carry out Wushu training (many colleges and universities do not have any special Wushu venues), so the construction of Wushu associations in colleges and universities is obviously lagging behind.

**Single form of Wushu Competition.** Wushu is a competitive event, students can only through the competition to learn Wushu and improve Wushu of each other. But at present, there is a single form of Wushu competition in colleges and universities. Although the Wushu competitions between the provinces and the whole country are organized, the competition forms are limited to routine drills, nunchaks, knives, swords, guns, etc., and even turn into acrobatic performances, with emphasis on appreciation and not on actual combat, that is difficult to improve Wushu ability of students. There are many colleges and universities, although the organization of various Wushu activities in the campus, so that students in the fun, Spring Festival evening, school celebrations on the performance of martial arts programs, seemingly lively, but that has nothing to do with Wushu competition[3]. In addition, many Wushu teachers worry that students will be accidentally injured in Wushu competitions, feel that "personal safety first" and "more than less", intentionally reduce the difficulty of Wushu competitions in schools, which can not achieve the effect of physical training students.

## **Reform of Traditional Wushu Practice Teaching in Colleges and Universities**

**Improving Professional Accomplishment of Teachers.** At present, the traditional Wushu teaching in colleges and universities is indeed facing difficulties, but it is not difficult to find that Wushu teaching is still in closed teaching, and teaching concept of teachers is extremely backward. It has also been pointed out that Wushu teachers in colleges and universities generally lack theoretical accomplishment of Wushu and their level is not high. They themselves do not deeply understand the essence of traditional Wushu and do not want to try new teaching methods and teaching methods, which directly dampens the enthusiasm of students. Therefore, in order to reform the traditional Wushu teaching in colleges and universities, we must grasp the main aspects of the principal contradiction and focus on improving the professional accomplishment of Wushu teachers. Teachers must take the initiative and systematically study Wushu, practice Wushu, improve their Wushu literacy, and show their Wushu skills in front of students, so that students can regard themselves as Wushu idols. Teachers must deeply study the theory of Wushu, study all kinds of Wushu schools (Shaolin school, Emei school, Wudang school), according to the age characteristics of students and flexibility, care for students, respect students, and put forward the contents of Wushu that students can easily master.

**Cultivating the Interest of Students in Traditional Wushu.** Interest is the best teacher. As long as teachers are good at cultivating students' interest in traditional Wushu, students will actively and actively learn traditional Wushu. Only when students get a correct understanding of Wushu can they become interested in Wushu. The teacher must first clarify to the student: the real traditional Wushu

and the Wushu novel have the very big difference, in the swordsman novel those mysterious "nine eagle white bone claw" and "beating the dragon 18 palm" and so on actually does not exist. Then the teacher will introduce to the students the technical content and style characteristics of Wushu. The teacher can organize the students to watch the video so that they can see the real Changquan, Nanquan, Taijiquan, Shaolin Quan, Xingyi Quan. Teachers should explain to the students that Taijiquan contains Taoist ideas, pay attention to the combination of rigidity and softness, and use static braking; Shaolin Quan contains Buddhist thought, pay attention to the compact structure, the style is changeable, but everything changes from its sect; and the rhythm of Changquan is bright, the potential is round, legs technique is more; Nanquan is strong, simple, fierce boxing, and rich in masculinity; Xingyi Quan depends a lot on attacking skills and hides the attack in the defense, which looks weak and is actually very tough. Through explanation, teachers gradually make students realize that traditional Wushu is the manifestation of Chinese traditional Taoist thought and Buddhist thought, and made students realize that the philosophical connotation of traditional Wushu is much more profound than Wushu novels of Jin Yong [4]. After that, teachers can show students a video of foreigners learning Chinese Wushu, and impact students psychology to make students realize that Wushu is not a performance of quack artists, and change bad ideas about martial arts of students.

After that, the teacher should introduce to the students the importance of learning Wushu and practicing Wushu. The teacher should emphasize the general lack of physical exercise and poor physique of the present college students. In the long run, they cannot adapt to the future study, work and life. The teacher can also pick out a few strong students and try them out, show their skills, quickly subdue them, and then laugh to the students and say that if you practice more, you can all have this skill, which allows students to intuitively feel the importance of Wushu learning, and to develop confidence in Wushu practice. The fourth step, the teacher should consciously adjust the teaching content. The teachers can teach the students the Chen style Taijiquan. This set of Taijiquan moves easily and softly, is coherent and even, coordinated and complete, and uses the waist as the axis to drive the limbs, which is far better than 24 simplified Taijiquan. Teachers should also pay attention to that male seek to prevail over others and girls prefer quiet, so teachers can teach combat skills to boys, soft, slow-paced martial arts and necessary defensive skills to girls. In the teaching of Wushu, teachers must be student-centered, and must realize that Wushu teaching in colleges and universities is not to train Wushu competitive talents, but to cultivate the concept of students practicing Wushu in all their lives [5].

**Supporting Students to Develop Wushu Societies.** If students can not practice Wushu persistently, then all efforts of teachers will eventually be wasted. Therefore, teachers must take the initiative and actively support students to develop various Wushu associations. Teachers should actively contact local Wushu associations to help students solve problems such as lack of funds, lack of Wushu training venues, and so on. Teachers, in particular, help students find Wushu venues: students like to jump, fall, jump, flip, roll, and so on, but these movements are easily accidental on the concrete floor and must be performed in regular indoor Wushu venues. Teachers also help students to improve the system of Wushu associations, improve the internal management of the community, set up a clear direction for the development of the community.

**Realizing the Diversification of Wushu Competition Forms.** Teachers should organize students to carry out various kinds of Wushu competitions, not only to show the appreciation of Wushu, but also to highlight the actual combat of Wushu, so as to truly improve the Wushu ability of students. For example, teachers can organize students to compete in Sanda, free fight, Taekwondo, wrestling, and deliberately improve the difficulty of the match, through the competition to exercise the endurance and will of students, and improve Wushu of students. Through the competition, teachers can also observe and understand the technical action level of each student, as well as their own shortcomings and defects, and carry out timely guidance and correction. For students who are outstanding in the competition, teachers should strengthen their education of Wushu and should let these top students know that Wushu are not for fighting, nor are they for publicity, and the essence of Chinese traditional Wushu is to defend oneself against oneself,

and not the barbaric boxing of the West[6]. Teachers also let these top students take the initiative to help other students to promote the common progress of all students. Teachers should also consciously organize students to engage in fighting competitions and group confrontations, and improve ability of students of self-protection and collective consciousness.

## **Conclusion**

There are many problems in the traditional martial arts teaching in colleges and universities, however, these problems are not insurmountable and can not be solved. As long as we analyze the concrete situation and study the reasons of these problems, we can find the gap to break through the dilemma of Wushu practice teaching, let students fall in love with Wushu, learn Wushu, and consciously improve Wushu accomplishment.

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