

Reform and Innovation of Wushu Teaching and Training in Colleges in the Era of Big Data

Wenwen Wang and Jianhua Zhang

Nanchang Institute of Science and Technology, Jiangxi 330108, China

1186160836@qq.com

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Abstract: Traditional Wushu public course teaching has always attached importance to students' physical health and ignored the cultivation of psychological health. In order to improve this situation, the reform of Wushu teaching not only takes into account the needs of social development, but also takes into account the needs of students' individual personality development, so as to pay equal attention to "body, mind and society". It is of great significance to the reform and innovation of Wushu teaching and training in Colleges and universities. This article aims to study the reform and innovation of martial arts teaching and training in colleges and universities in the era of big data. Combined with the current situation of College Physical Education and the direction of teaching reform and development, this paper makes an investigation and research on the teaching situation of martial arts public course in some colleges and universities, makes a reform and innovative research on the problems existing in the teaching of martial arts public course in Colleges and universities, and puts forward some measures for the teaching reform of martial arts public course in Colleges and Universities under the guiding ideology of "people-oriented, health first". In this paper, according to the use of qualitative research on the subject of relevant literature review and analysis, design outline, and for the relevant content of martial arts teaching questionnaire design, the selected subjects for the questionnaire. The survey shows that 16% of the students feel that the teaching method is rigid, and 21% of the students feel that the class atmosphere is dull and lack of active learning and exploration. It can be seen that the teaching and training of martial arts in Colleges and universities need to be reformed and innovated in teaching methods.

1. Introduction

Wushu gathers the essence of Chinese traditional culture and shows the basic spirit of Chinese culture [1-2]. As an important institution of inheriting traditional culture, Wushu entering the field

of school education is of great significance and importance to carry forward the traditional Chinese culture and national spirit [3-4]. In the teaching of martial arts in Colleges and universities, the emphasis is put on technical teaching, while the contents of cultural and humanitarian education are ignored. The unified teaching method and outdated teaching content are limited by such factors as the difficulty of stimulating students' interest in learning [5-6]. In Wushu teaching, we should attach importance to the cultural heritage of Wushu education, pay attention to the development of the concept of attack and defense in Wushu teaching, stimulate students' interest in learning wushu, and let more students participate in the cultivation and promotion of Wushu as the real driving force [7-8].

In the reform and innovation of Wushu teaching and training in Colleges and universities, many scholars have studied it and achieved good results. For example, Tingbo J pointed out in the research on etiquette culture education in Wushu teaching that in the process of inheriting Wushu, it is full of the taste of traditional culture, which makes Wushu practitioners feel the influence of Wushu [9]. In the research on the harmonious connotation and inheritance ways of traditional Wushu culture, Yuzhen I mentioned that school education undertakes the important task of inheriting and developing traditional Wushu. In the traditional Wushu education in Colleges and universities, we should first change the concept of Wushu education, change the mode with technology as the main teaching content, and pay attention to the educational significance of traditional Wushu culture [10].

This paper mainly uses qualitative research, in-depth interviews and understanding of the subjects, using questionnaire survey and case analysis. Through in-depth interviews with students' acceptance and cognition of Wushu Teaching in Colleges and universities, this paper analyzes the promoting effect of Wushu culture teaching mode on students. And then it provides a favorable theoretical basis for Wushu teaching to better carry forward the spirit and culture of Wushu in China. In this paper, martial arts and traditional national sports related teaching as the research object, martial arts culture teaching mode of practical exploration and research. Through the innovation of Wushu culture teaching, Chinese traditional culture will be integrated into Wushu teaching to enrich the teaching content, so that students can get rid of the boring and single teaching method, and improve students' cognition of Wushu and traditional culture.

2. Reform and Innovation of Wushu Teaching and Training in Colleges and Universities

2.1. The Reform of Teaching Organization form of Wushu Public Course in Colleges and Universities

(1) The principle of respecting individual differences

The differences in cognitive ability and physical condition of college students determine the differences and organizational level of Wushu courses. Colleges and universities should treat such differences as much as possible, create conditions, set up different classrooms as far as possible, and implement hierarchical teaching. Students can participate in different levels of learning according to their basic conditions. For example, students with weak or no Wushu foundation can choose basic courses from the most basic skills according to their own situation. Students with good Wushu foundation or a certain degree of Wushu foundation can choose advanced class. Keep learning and practicing to improve their sports skills and martial arts accomplishment.

(2) The principle of fully embodying the law of motor skill growth

The so-called sports skill refers to "a kind of subjective behavior experience formed by individuals in sports activities.". Motor skills are different from individual's instinctive reflex

activities. It is an individual's sports behavior experience formed in sports activities. " The formation and development of sports skills is based on the conditions and basis of individual innate sports ability, and is gradually formed and developed through conscious and purposeful learning activities and physical exercise.

2.2. Suggestions on the Reform and Innovation of Wushu Teaching and Training in Colleges and Universities

(1) The teaching reform of Wushu in Colleges and universities should be improved in the form of teaching, which can attract students' interest in learning, refine the representative types of Chinese Wushu, such as Taijiquan, Shaolin, Yongchun and other classic movements, compile a set of simple and easy to learn, practical style and standard etiquette routines, and promote the teaching in the form of "Chinese style" and "Wushu Dao".The whole society creates a style of advocating martial arts, which not only strengthens the body, but also carries forward the traditional culture.

(2) The function of Wushu Teaching in Colleges and universities should develop in the direction of display, attack and fitness. Display is to pay attention to the cultivation of "essence, Qi and spirit" and the following of etiquette and morality; attack is the confrontation and practice of actual combat technology, actively develop some antagonistic practice forms, and make Wushu Teaching "fight" with the help of the protection measures of modern science and technology and the development and application of high-tech equipment; fitness is the main purpose of martial arts training in school education, which is to practice one breath inside, exercise muscles and skin outside, and practice martial arts to strengthen physique.

(3) The Department in charge of education and the Department in charge of physical education should strengthen the research on Wushu Teaching in Colleges and universities, further study on how to inherit Wushu culture, formulate publicity and system construction at the management level, especially from the perspective of cultural protection and intangible cultural heritage protection.

2.3. Discrimination Analysis of Questionnaire

The discrimination D is generally calculated by the evaluation grouping method, that is, the scores of candidates are arranged from high to low. The first 22% of the total number of candidates is taken as the high evaluation group H, and the last 22% of the total number of candidates is taken as the low evaluation group L. The discrimination of subjective questions is as follows

$$D = \frac{\bar{X}_H}{K} - \frac{\bar{X}_L}{K} \quad (1)$$

Where k is the full score of the question, \bar{X}_H is the average score of high evaluation group, \bar{X}_L is the average score of low evaluation group. The discrimination of objective questions is as follows

$$D = \frac{N_H - N_K}{N} \quad (2)$$

N is the total number of high evaluation group or low evaluation group, N_H is the number of people who answered the right questions in the high evaluation group, N_K is the number of questions answered in the low evaluation group.

The total discrimination of the questionnaire is generally expressed by the weighted average of the discrimination of all the questions in the questionnaire. yes:

$$D = \frac{\sum_{i=1}^m K_i D_i}{\sum_{i=1}^m K_i} \quad (3)$$

M is the number of questions in the questionnaire, K_i is the full score of the i-th question, D_i is the discrimination of the its question.

2.4. Basis of Teaching Reform of Wushu Public Course in Colleges and Universities

(1) Correct policy guidance

The correct thought and policy need the material condition as the foundation. The material condition is the existence foundation of the realization of consciousness. It can also be said that the material condition is the guarantee of the idea to give full play to its role. In martial arts teaching, sports facilities and equipment are essential material conditions to ensure the normal progress of sports teaching, extracurricular sports activities, extracurricular training and competition.

(2) Social needs

The teaching reform of martial arts public course should put the promotion of students' physical and mental health in the first place, promote students' physical and mental health through martial arts public course teaching, arrange teaching contents scientifically, make the reformed martial arts public course teaching adapt to the needs of social development, insist on improving students' physical quality, and embody the guiding ideology of "people-oriented, health first".

3. Experimental Research on the Reform and Innovation of Wushu Teaching and Training in Colleges and Universities

3.1. Research Materials and Experimental Design

According to the qualitative research method, this paper carries out the relevant literature review and analysis and interview outline design for the subjects, designs the questionnaire for the traditional teaching mode and Wushu culture teaching, and distributes the questionnaire to the selected subjects. This paper objectively investigates the gender, age, major, place of practice, ways of learning traditional Wushu and the main reasons why students stay away from the classroom. According to this research, we collected 455 questionnaires, subtracted 5 invalid questionnaires, and 450 valid questionnaires. Finally, we drew a table according to the information and data.

3.2. Analysis Method and Evaluation Content

In this study, the "test retest" analysis method was used. The questionnaire was distributed in a small range and collected in time, and then distributed and collected again after 15 days. The two questionnaires were tested for significance, and the correlation values were $r = 0.81$, $P < 0.05$.

4. Investigation and Analysis of the Reform and Innovation of Wushu Teaching and Training in Colleges and Universities

4.1. Investigation and Analysis of Traditional Wushu Teaching Mode

Martial arts and national traditional sports major is an important channel to inherit and develop martial arts. In the teaching process, students should be the main body. While teaching theoretical knowledge and technology, students should try their best to avoid boredom and low emotion in the process of practice. The students' attitude feedback on traditional martial arts is compared and analyzed as shown in Table 1:

Table 1. Investigation and analysis of traditional Wushu teaching mode

Survey feedback	Boys	Girls
Class atmosphere is dull	22	20
Less involved	14	18
Lack of novelty	25	27
Rigid teaching methods	15	17
Lack of initiative	15	15
No shortage	9	3

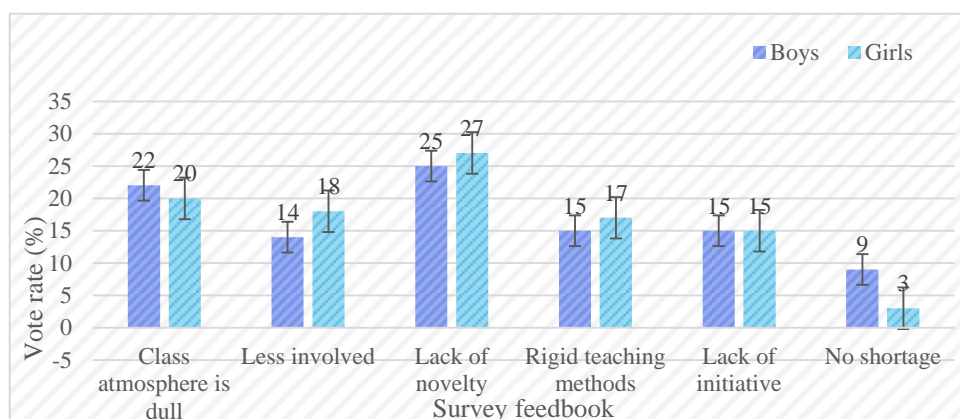


Figure 1. Investigation and analysis of traditional martial arts teaching mode

As shown in Figure 1, 16% of the students feel that the teaching method is rigid; 21% of the students feel that the class atmosphere is dull; 15% of the students feel that they lack initiative; 16% of the students think that the teaching content is too little; 26% of the students feel that they lack innovative teaching content. In the traditional martial arts teaching, the teaching method is rigid, the technology is single and the class atmosphere is dull, which are the common problems in the current martial arts teaching. At the same time, it also indirectly leads to students' autonomous learning and other aspects.

4.2. Investigation and Analysis of Martial Arts Teaching Mode of Joining Chinese Culture

The reform and innovation of teaching is to find out a teaching mode that can promote students' enthusiasm for Wushu class. After joining the Chinese traditional culture, the teaching mode of Wushu has more innovation in teaching methods. Therefore, a questionnaire survey is conducted on the innovative reform of martial arts teaching. The comparative analysis of students' understanding of these innovative methods is shown in Table 2:

Table 2. The investigation and analysis of Wushu teaching mode of joining Chinese culture

Innovative ideas	Boys(%)	Girls(%)
Pay attention to the cultivation of both civil and martial arts	51	53
Looking for a new teaching mode	34	30
Enrich teaching content	9	11
Other	6	6

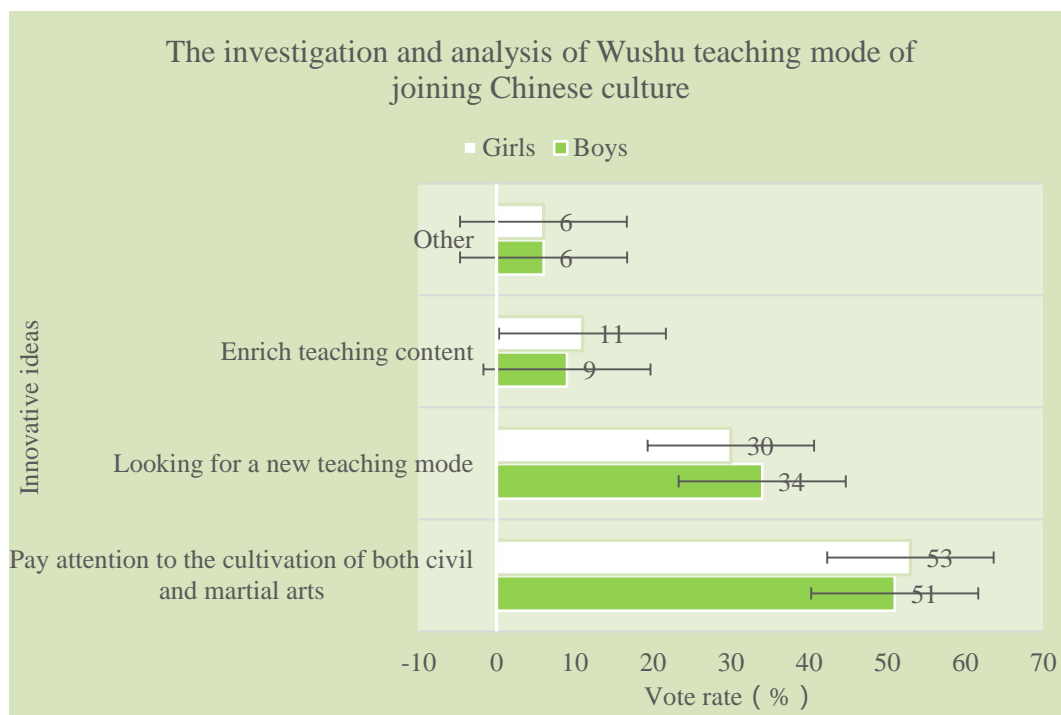


Figure 1. The investigation and analysis of Wushu teaching mode of joining Chinese culture

As can be seen in Figure 2, in the questionnaire survey of martial arts teaching mode with Chinese culture, 32% of the students think it is rich in teaching content; 52% of the students think it is a way of cultivating people who pay attention to both culture and martial arts; 10% of the students think they are looking for new teaching mode, and a few students choose other teaching methods. It can be seen that the teaching goal of Wushu teaching mode with Chinese culture is not to completely change the form of traditional Wushu teaching, but to make students understand Wushu and Chinese traditional culture better through the increase and innovation of teaching content.

5. Conclusion

The teaching reform of martial arts in Colleges and universities, first of all, should pay attention to the inheritance and protection of martial arts culture, martial arts cultural consciousness is the foundation of martial arts cultural inheritance and development, martial arts cultural identity is the main link of martial arts cultural inheritance, let martial arts and culture together, cultivate students "moral and artistic " first excellent quality; secondly, establish the teaching concept of martial arts education popularization; thirdly, through the spirit of "advocating martial arts" and the spread of martial arts culture by modern media, we can cultivate students' national integrity of "constantly striving for self-improvement and carrying things with great virtue" and patriotic feelings of "everyone is responsible for the rise and fall of the country".

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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