

Dilemma and Relief: Reflection on the Application of Tai Chi Teaching Methods in Universities

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Abstract: With the reform of public physical education courses in universities and the transformation of the learning needs of college students, the teaching of Tai Chi is facing difficulties, with the problem of teaching methods becoming more prominent. Using research methods such as literature review, field research, logical analysis, and interviews, this study explores the application of teaching methods for Tai Chi in universities. Research suggests that teachers should combine the offensive and defensive characteristics of Tai Chi with the application of demonstration methods, highlighting the use of techniques and practical effects; The application of explanatory methods should be combined with the cultural connotations and characteristics of Tai Chi, specifically explaining the power generation methods of Tai Chi, and delving into the cultural metaphors of action names; The application of practice methods requires a correct understanding of the chronic characteristics of Tai Chi, with a focus on proprioceptive exercises and an increase in interactive exercises.

Keywords: Universities; College student; Taiji boxing; Teaching method

1. Introduction

Tai Chi is an excellent traditional sports event of the Chinese nation, shouldering the glorious mission of promoting national culture and enhancing national cultural confidence. In the field of higher education, almost all schools offer Tai Chi classes, which are disseminated as public and elective courses, establishing a practical connection and learning pathway between college students and traditional ethnic sports culture. Education and teaching are carried out with students as the main body. Contemporary college students' personal feelings and practical evaluations of learning Tai Chi, such as "Tai Chi Exercise" and "Elderly Fist," have forced the academic community to reflect on the problems of Tai Chi teaching in universities. This study takes the application of physical education teaching methods as the starting point, aiming to systematically reflect the specific problems that exist in the teaching of college Tai Chi through this perspective, and provide solutions as a reference.

2. Reflection on the Theoretical Basis of Teaching Methods of Tai Chi in Universities

The first thing to clarify when discussing the issue of "the application of teaching methods for Tai Chi in universities" is the nature of the teaching of Tai Chi in universities. From the perspective of course nature, it should belong to the "National Traditional Physical Education" course, and from the perspective of teaching nature, it should belong to the "Physical Education Teaching". Tai Chi itself has sports attributes, and using a sports oriented teaching method is not inappropriate. Therefore, this is not a problem of the alienation of the teaching method itself, but rather a problem of how to apply the teaching method.

Teaching methods are a collective term for the common activity methods of "teacher teaching" and "student learning" used to complete teaching tasks^[1]. Teaching methods are a means of transforming the educational value of knowledge into students' spiritual wealth. The selection and design of teaching methods depend on the teaching tasks faced, the characteristics of subject knowledge, and the basic principles of students' experience^[2]. In theory, teaching methods serve and are constrained by teaching tasks, teaching content, and student subjectivity.

3. Analysis of Existing Problems in the Application of Taijiquan Teaching Methods in Universities

3.1 Application of Demonstration Method: Emphasize the Demonstration of Technical Actions and Ignore the Display of Combat Effects

To this day, the use of Western style military exercises and the use of segmented and segmented teaching methods with "numbered commands" is still the prototype of contemporary teaching methods such as demonstrating, explaining the essentials, practicing with students, correcting incorrect actions, and collectively practicing repeatedly under teacher commands^[3]. During field investigations and interviews, it was found that this is indeed the case. Most teachers only demonstrate the technical action representation when teaching Tai Chi, while neglecting the display of the combat effect. The significance of emphasizing the display of martial arts effects lies in: firstly, from the perspective of students, they are more eager to see the demonstration effect of Tai Chi's "Four Liang Pai Qian Jin", which is a substitute satisfaction for the unknown desire and a genuine demand for the pursuit of knowledge. Secondly, from the perspective of value positioning, although Tai Chi in universities is carried by routine forms, as an educational resource, Tai Chi routines require technical skills as support in order to demonstrate the uniqueness of its excellent traditional culture. Thirdly, from the perspective of technical characteristics, it has an "implicit" nature, and through the demonstration of technical actions, its internal support cannot be demonstrated.

3.2 Application of Explanatory Method: Focusing on Pithy and Indicative Action Explanations, Neglecting Inspiring Cultural Explanations

In relevant research literature and research, it has been found that current teachers use "pithy formula" and "indicative" explanations when using the explanation method, resulting in many questions about the cultural connotation of Tai Chi (action names, boxing concepts, technical movements) that students have not been answered in the explanation method. This may not be a problem in general sports events, but if the action content of Tai Chi is limited to the description of names and techniques, it is a superficial martial arts sports knowledge. "Tai Chi is not only a superficial physical movement, but also the condensation and reflection of Chinese thinking in physical activities^[4]. So, from the perspective of the cultural concept of Tai Chi, although current teaching practices emphasize standardization and standardization, this is not an incompatible relationship with the cultural characteristics carried by Tai Chi itself, but rather a complementary relationship. Only by combining the two can students achieve meaningful learning, and Tai Chi can truly realize its cultural value function.

3.3 Application of Practice Method: Emphasizing Memory Based Practice and Neglecting Proprioceptive Practice

A common phenomenon in the current teaching of Tai Chi in universities is that in organizing exercises, the focus is placed on the route and accuracy of Tai Chi movements, thus neglecting the requirements for both internal and external training of Tai Chi. Through interviews and field research, this issue has been further clarified. When students practice Tai Chi, their attention is framed in action memory. Most students express that they do not have a clear feeling of the exercise intensity and fitness benefits of Tai Chi, and even experience process depletion of interest. They also admit that they will not establish a long-term practice relationship with Tai Chi, and choose Tai Chi classes only to meet training requirements. As some scholars have summarized, "The classroom is a torment, and after class, one throws it aside. Assessment relies on surprise, and after the exam, one forgets everything." It can be seen that the implementation of martial arts courses is basically at the level of "tasting and stopping", and students cannot experience the essence of "martial arts" and the joy of "martial arts" .

4. Strategies for Improving the Application of Taijiquan Teaching Methods in Universities

4.1 Application of Demonstration Method: Demonstrate the Practical Use of Techniques and Demonstrate the Effectiveness of Practical Combat Techniques

Taking the example of "dividing the wild horse's mane", when using the demonstration method, the teacher first provided a complete demonstration of the technical movements, and through the complete demonstration on the front and back, the students established a preliminary and complete impression; Secondly, by setting goals, the offensive and defensive meaning of Tai Chi is demonstrated. In teaching, the teacher invites a classmate as a fixed target, while the teacher demonstrates the practical use of technical actions; The next

requirement is to demonstrate the combat effectiveness of the wild horse's split mane in actual combat under certain conditions. Conditional combat refers to conducting actual combat demonstrations without fully letting go. Considering the security risks associated with fully open combat. Therefore, it is necessary to conduct practical demonstrations under certain constraints. By utilizing the adversarial form and competition rules of Tai Chi Pushing Hands, the technical movements of Tai Chi can be applied to demonstrate the effectiveness of 24 style Tai Chi techniques.

4.2 Application of Explanatory Method: Heuristics and Concretization

Regarding the action names of Tai Chi, teachers should also first help students clarify their doubts in teaching, guiding them to explore the "why" of action names from a metaphorical perspective, without setting fixed answers. The more in-depth the discussion, the better. The knowledge carried by action names is a more national and traditional theory of martial arts original creation, and has also become a powerful measure to meet the demands of the times in martial arts education, such as "inheriting national culture, promoting national spirit" and "curriculum ideology and politics". As some scholars have said, "The vitality of martial arts knowledge lies in its historicity. Because it is connected to history, martial arts knowledge can radiate its due vitality. Once martial arts teaching leaves the specific historical context, martial arts knowledge loses its vitality and vitality. Only by bringing 'symbols' to life, making them lively, interesting, lively, and historical, can martial arts teaching be meaningful. The application of the explanatory method not only requires teaching the program of technical movements, but also clarifying the origin of technical movements and the principles of boxing concepts. Only when students learn from boxing can they master the method of self guidance, distinguish between right and wrong during boxing practice, and achieve the effect of knowing its nature and why.

4.3 Application of Practice Method: Ontology and Interactivity

Teachers should emphasize the practice of a single technique in the application of the practice method, pay attention to the practice of comprehension, and free students' attention from the confinement of memorizing action routes to focus on the comprehension of technical actions and cultural imagery. But the biggest difference between school martial arts and other school sports is that they integrate rich traditional culture and contain diverse national spirits, and the national spirit is embedded in physical behavior. If the practice of confrontation is lost, the so-called national spirit cannot be reflected. Therefore, at present, teachers can adopt the identity of "game method" to incorporate Tai Chi Pushing Hands into the curriculum as an expansion of practice methods. The relationship between Tai Chi Pushing Hands and Tai Chi Boxing routines itself is complementary. In the field where routines are the main focus, Tai Chi Pushing Hands naturally become a means of serving routine teaching, and can be said to be a means of supporting the technical skills of routines.

5. Conclusion

While giving full play to the value of educational resources of Taijiquan, it is also necessary to meet students' expectations and needs for Taijiquan, so that Taijiquan can truly shoulder the responsibility of "carrying forward national culture and enhancing self-confidence in national culture".

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