

Research on Enhancing the Physical Health of Teenagers through Martial Arts Education under the Background of Healthy China 2030

Tao Li, Wanlong Zhang, Meng Xu ^{Corresponding authors}

School of Physical Education, Qingdao University of Science & Technology, Qingdao, Shandong 266061

Abstract: Under the strategic background of “Healthy China 2030”, improving the physical health of teenagers has become the focus of attention of the country and society. Martial arts education, as an important part of traditional Chinese culture, not only carries rich historical and cultural connotations, but also shows significant advantages in improving the physical health of teenagers with its unique exercise methods. At present, the popularity of martial arts education in schools is gradually increasing. More and more schools take martial arts as one of the important contents of physical education courses and promote the popularization of martial arts education on campus by offering martial arts courses, organizing martial arts competitions and other means. This article, through practical demonstration and research, explores the role of martial arts education in enhancing the physical fitness of teenagers, improving their physical condition, and cultivating a healthy lifestyle, aiming to provide theoretical support and practical guidance for the application of martial arts education in promoting the physical health of teenagers. The research results show that martial arts education can effectively promote the overall improvement of teenagers’ physical health through its unique movement patterns, training methods and cultural connotations.

Keywords: Healthy China; Martial arts education; Teenagers; Physical health

Fund Project:

Research Project: “Research on Enhancing the Physical Health of Teenagers through Martial Arts Education under the Background of Healthy China 2030” (2024ZSX074)

Quotation:

With the in-depth implementation of the “Healthy China 2030” planning outline, improving the health level of the nation has become an important strategy for national development. As the future and hope of the country, the physical health of teenagers is directly related to the long-term development of the country. However, at present, the physical health problems of teenagers are becoming increasingly prominent, and issues such as obesity, myopia and decline in athletic ability are becoming more and more serious. Martial arts education, as an important way of inheriting traditional Chinese culture, has unique exercise value and educational significance. Integrating martial arts education into the promotion of teenagers’ physical health can not only enhance their physical fitness but also cultivate their indomitable willpower and good moral character. This study aims to explore the specific role of martial arts education in improving the physical health of teenagers through empirical research, and provide a scientific basis for the application of martial arts education in promoting the physical health of teenagers.

1. The mechanism of martial arts education on the physical health of teenagers

1.1 The physiological mechanism of martial arts

Martial arts is a form of full-body exercise that can comprehensively train the muscles, bones, joints and other tissues of the human body through the combination and variation of various movements. Martial arts movements require the coordinated cooperation of all parts of the body. They can not only enhance muscle strength but also improve the flexibility and suppleness of joints. In addition,

martial arts can promote blood circulation and metabolism in the human body, enhance heart and lung functions, and improve the overall health level of the human body.

1.2 The Psychological Mechanism of Martial arts

Martial arts are not only a way of physical exercise but also a means of psychological training. Martial arts movements require a high degree of mental concentration, and a high degree of attention concentration helps cultivate teenagers' concentration and willpower. Moreover, martial arts can also relieve the psychological pressure and anxiety of teenagers and improve their mental health level. In addition, the elements of competition and cooperation in martial arts can also cultivate teenagers' sense of competition and team spirit.

1.3 The social mechanism of martial arts

Martial arts education, as an important way of inheriting traditional Chinese culture, has unique social value. Through martial arts education, teenagers can not only learn martial arts skills but also understand the essence of traditional Chinese culture, which is conducive to cultivating their national pride and cultural confidence. Moreover, martial arts can also promote communication and interaction among teenagers, enhancing friendship and trust among them.

2. The challenges faced by martial arts education in promoting the physical health of teenagers

Although martial arts education has shown significant advantages in promoting the physical health of teenagers and its popularity in schools is gradually increasing, the differences in the popularity of martial arts education among different regions and schools are still obvious. In some areas, the popularity of martial arts education is still relatively low, resulting in teenagers lacking opportunities to come into contact with martial arts. In some economically developed and culturally rich regions, martial arts education has been well promoted and popularized. However, in some remote areas or schools with scarce educational resources, teachers still focus more on "achievements", and the popularization level of martial arts education remains relatively low. However, in some schools, martial arts teaching still remains at the traditional routine teaching level, lacking innovation and diversity, and thus failing to meet the increasingly diverse needs of teenagers. The teenage group is full of vitality and curiosity. They are eager to try new and interesting things. However, the single content and methods of martial arts teaching often fail to stimulate their interest and enthusiasm for learning, thus affecting the effect of martial arts education in promoting the physical health of teenagers. Furthermore, some parents and teachers still regard martial arts education as merely a form of physical exercise, neglecting its profound cultural connotations and educational value. They may think that martial arts are just a kind of sport and have nothing to do with academic learning, so they do not support or even oppose teenagers' participation in martial arts learning. Cognitive misunderstandings have restricted the promotion and popularization of martial arts education among teenagers.

3. Practical strategies for enhancing the physical health of teenagers through martial arts education

3.1 Strengthen the popularization and promotion of martial arts education

The government and the education department should play the role of leaders and lay a solid foundation for the popularization of martial arts education in schools by formulating relevant policies and providing financial support. For example, incorporate martial arts education into the school physical education curriculum system to ensure that every student can be exposed to the basic knowledge and skills of martial arts. Teenagers' interest and love for martial arts can also be stimulated through activities such as holding inter-school martial arts competitions, offering martial arts culture lectures, and organizing martial arts-themed summer camps. The publicity of martial arts education can be intensified through various channels such as social media, campus radio, and bulletin boards to enhance its recognition and influence on society. It is also possible to encourage martial arts masters and outstanding martial arts athletes to enter schools and have face-to-face exchanges with teenagers to share their martial arts insights and experiences, further stimulating teenagers' enthusiasm for learning martial arts.

3.2 Optimize the content and methods of martial arts education and teaching

Martial arts education is not only the learning of sports skills, but also a process of cultural inheritance and spiritual tempering. Take "Five-Step Boxing" and "Shaolin Boxing" as examples. In terms of the selection of teaching content, one can first introduce the basic movements and key points of the boxing techniques, and then gradually delve into the cultural significance and philosophical thoughts behind them. By integrating the knowledge of modern sports science to analyze the exercise effect of each movement

on the body, teenagers can not only understand traditional culture but also exercise scientifically. In terms of teaching methods, emphasis should be placed on heuristic teaching and inquiry-based learning. The teaching of “Five-Step Boxing” can adopt a step-by-step approach. First, teach the basic footwork and techniques, and then gradually combine them into a complete routine. Teachers encourage students to try combining movements by themselves to explore different variations of boxing techniques, stimulating their interest and enthusiasm for learning. The teaching of “Shaolin Quan” can focus on the training of practical combat skills. By setting up simulated confrontation scenarios, students can experience the application of boxing techniques in practice to cultivate their adaptability and practical combat skills. In addition, personalized teaching plans and programs can also be formulated based on factors such as the age, gender, and interests of teenagers. For example, for younger students, emphasis can be placed on the training of basic movements and the improvement of physical fitness. Through gamified teaching methods, they can learn martial arts while playing. For older students, in-depth explanations of the tactical strategies and practical skills of martial arts can be provided to cultivate their strategic thinking and teamwork abilities. For students of different genders, they can choose suitable boxing techniques and training methods based on their physical characteristics and interests, so that every student can find their own joy and sense of achievement in martial arts learning.

3.3 Promote the integration of martial arts and health education

The integration of martial arts education and health education is an effective way to improve the physical health of teenagers. Martial arts, as a full-body sport, have remarkable effects on enhancing the physical fitness of teenagers, improving their heart and lung functions, and promoting bone development. In teaching practice, the knowledge points of health education can be combined with martial arts training. For example, while explaining martial arts movements, introduce the working principles and exercise methods of related muscle groups; When conducting martial arts training, emphasize the correct breathing methods and body postures to cultivate students' health awareness. At the same time, martial arts education can also be incorporated into the school's health education curriculum system, enabling teenagers to master martial arts skills while also understanding the importance of health knowledge. This will help them form healthy lifestyles and habits, improve their physical fitness and health levels, and at the same time cultivate their self-discipline and sense of responsibility, laying a solid foundation for their all-round development.

Conclusion:

In conclusion, the “Healthy China 2030” strategic plan calls for attaching importance to the physical and mental development of teenagers and emphasizes achieving health education goals while promoting coordinated development. The above-mentioned measures, such as strengthening the popularization and promotion of martial arts education, can further enhance the application effect of martial arts education in promoting the physical health of teenagers. In the future, in-depth research should be continued on the specific mechanism and application strategies of martial arts education in promoting the physical health of teenagers, providing more scientific theoretical and practical guidance for the promotion and application of martial arts education in promoting the physical health of teenagers.

References:

- [1] Liu Jiajia. Research on the Inheritance Value of Martial Arts Culture in Schools under the Background of “Healthy China” [J]. *Journal of Jiamusi Vocational College*, 2022, 38(4): 59-61.
- [2] Wang Tao. Exploring the Feasibility and Strategies of Introducing Traditional Martial Arts into Schools by Taking Different Styles of Boxing as Examples [J]. *Youth Sports*, 2023(2): 104-106.
- [3] Li Wanjiang, Yang Ganfeng. Research on the Educational Function of School Wushu Curriculum under the Orientation of Core Literacy [J]. *Wushu Research*, 2022, 7(11): 79-83.

About the author:

First author: Tao Li , October 1975, male, Han ethnicity, from Qingdao, Shandong Province, associate professor, graduated from the University of Cadiz in the Philippines with a doctoral degree, majoring in Management. Research directions: sports management, operation and management of sports venues, Wushu Sanda and Wushu routines, etc.

Second author: Wanlong Zhang , September 1982, male, Han ethnicity, from Yishui, Shandong Province. Graduated from Jining University with a junior college degree in physical education. Research direction: Teaching and training of martial arts and combat.

Corresponding author: Meng Xu, School of Physical Education, Qingdao University of Science and Technology.