

# Constructing Complete Wushu in Colleges and Universities to Help the Development of Wushu Education Industry

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## ABSTRACT

Wushu education in colleges and universities is the last stop for most young students to learn Wushu and understand Wushu culture. Subsequently, young people will go to the society and become potential Wushu consumers. Therefore, their cognition and attitude towards Wushu will have a long-term impact on the inheritance of Wushu culture and the sustainable development of Wushu education industry. How to let young college students have perfect Wushu education experience is an urgent problem to be solved in College Wushu education. The author consulted a large number of journals about the reform of Wushu education and teaching, also visited some college students and Wushu teachers, and asked some experts in physical education for advice. Combined with the practice of Wushu teaching in colleges and universities for many years, the author comes to the conclusion that there are many direct challenges faced by Wushu education in colleges and universities, such as students' poor Wushu foundation and Western foreign sports projects. The competition of Wushu, the unreasonable selection of Wushu teaching materials, the deviation of Wushu teaching target orientation and so on. The solution: the author thinks that it is a feasible solution to change the previous overgeneralization of Wushu classroom education through the construction and implementation of complete Wushu in colleges and universities.

**Keywords:** colleges and universities, Wushu education, Wushu industry

## I. INTRODUCTION

The so-called complete Wushu, it contains two meanings. Complete means perfect, which is used to describe the matching degree of Wushu teaching content with teaching objects and the transformation degree of Wushu Morality from form to action; complete means to describe the systematization of Wushu teaching content and the continuity of teaching process; specifically, complete Wushu refers to Wushu Teaching in a teaching cycle (one semester or one academic year) At the same time, the teaching and assessment of Wushu theory and Wushu etiquette are not merely written in the teaching plan or other teaching materials, but must be specific and quantified, and can be expressed in the form of scores. On the premise that the six sections remain unchanged, and according to the actual situation of the teaching objects, select the content that best matches the teaching objects and enrich them into each plate, so as to teach students

in accordance with their aptitude, which is just right and can be called perfect, which is to complete the whole.

The proposal of complete Wushu is due to the phenomenon that the teaching content is generalized in general and the theory and morality education are too formalized. College students don't know what Wushu are. Some say that it's Taijiquan, some say that it's Changquan, and some say it's Sanda. In fact, these are just part of Wushu. This kind of Wushu education is like calling a blind man touching an elephant. If you touch your nose, you'll say that an elephant is like a pipe; if you touch your ear, you'll say it's like a fan. The long-term overgeneralization of Wushu education makes students confused about what Wushu is and what Wushu classes should be like. At the same time, there is little mention of the theory of Wushu and the education of Wushu morality. Because these students think that they are passing the exam, they don't take it seriously. The lack of Wushu theory and moral education makes College Wushu more and more incomplete. Incomplete Wushu class, students will not like it, which also leads

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to a strange phenomenon in the current school Wushu education: students like Wushu, but do not like Wushu classes. (See "Fig. 1")

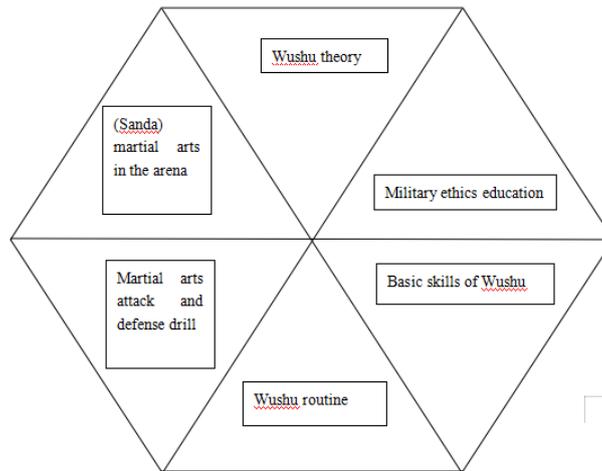


Fig. 1. The structure of complete Wushu.

## II. THE TROUBLE OF WUSHU CLASS IN COLLEGES AND UNIVERSITIES

### A. College students' Wushu foundation is weak

The general deviation of College Students' physical fitness is common news in recent years, which is also confirmed by the college students' physical fitness test and the investigation and research of various experts at all levels. In fact, college students' physical quality is poor, and the foundation of Wushu is also weak, which stems from the primary and secondary school sports. According to the survey, Wushu education in primary and secondary schools is basically in name only, and many schools do not offer Wushu courses. On the one hand, primary and secondary schools did not attach importance to physical education, especially Wushu. On the other hand, there is a shortage of Wushu teachers' resources. There are also some good primary and secondary schools that have carried out physical education well, but few of them pay attention to Wushu education in these schools. After these primary and secondary school students enter the universities, their Wushu foundation is weak, and most of them have no contact with Wushu at all.

### B. The impact of campus teaching promotion of foreign sports on Wushu

Foreign sports mainly refer to basketball, football, badminton, table tennis, taekwondo and so on. These sports have some common characteristics. For example, 1. They are all Olympic events, have a complete global business promotion system and promotion experience, have a global audience, have a solid mass base, and have a large number of supporters from primary school

to university; 2 They all came into being in economically developed countries, which coincided with all the national policies that China learned from developed countries in a specific era. In the long decades, with the full support of domestic economic policies and the professional business promotion of international consortia, they have long been known in our country and deeply rooted in the hearts of the people, especially table tennis and badminton, which have become the pride of China They have a complete competition mechanism at all levels, including school level competitions, county-level competitions, provincial-level competitions and so on, as well as folk competitions and training promoted by some businesses. Most of the participants can earn both fame and wealth. Compared with these foreign sports, Wushu is very lonely. The promotion of Wushu industry to college Wushu education is not obvious.

### C. The selection of Wushu teaching materials lacks flexibility and pertinence

According to the survey, the teaching materials of Wushu in colleges and universities are not comprehensive. Most of them are 24 style Simplified Taijiquan, five step boxing, elementary Changquan and basic skill exercises. Sanda Teaching is also carried out. Moreover, Wushu textbooks in various schools are relatively fixed, which have been the contents for many years. Therefore, the image of Wushu in the minds of students in each school is different, but it is relatively fixed. In some schools, Wushu class is equivalent to 24 Simplified Taijiquan. As soon as the Wushu class is mentioned, the image that jumps out of their mind is Taijiquan. No matter whether the students like it or not, the Wushu class in our school is such a content. You

have to learn it if you don't want to. The selection of Wushu teaching materials is not flexible and has no pertinence, which makes students avoid Wushu lessons. Of course, this is also closely related to the absence of Wushu teacher training. Most of the Wushu teachers have not received the professional and technical training of Wushu since graduation. Their skills are relatively fixed and there is no room for improvement.

*D. There is a gap between the teaching goal and the students' expectation*

In addition to the common description of the improvement of social communication ability and psychological quality, the teaching goal of school Wushu course is to strengthen the body and defend oneself. Among them, physical fitness is the common feature of all sports, not unique to Wushu class. Only self-defense can be achieved in Wushu class, and it is also the last and only expectation of most students. However, due to many reasons, such as venues, equipment and teachers, our Wushu teaching materials mainly focus on routine teaching and basic skills teaching. Students' expectation of learning self-defense Wushu is always in vain, which greatly damages the enthusiasm of students in learning Wushu.

*E. The formalization of Wushu theory and moral education*

Martial arts theory teaching is a very vague view, and the content is not unified. There is no unified teaching content guidance of Wushu theory in colleges and universities. It is all the Wushu teachers in each school who want to go on. Most of the teaching of Wushu theory only stays on the teaching plan or ppt. As for the education of Military Morality, it is even more confused. The set of feudal society is certainly out of date, and there is no unified recognition of modern military morality. Is it the eight honors and eight disgraces or the core socialist values? Or all of them? The uncertainty of Wushu theory and specific content of Wushu Morality makes this part of Wushu education full of controversy and finally becomes formalized.

### **III. THE IMPLEMENTATION OF COMPLETE WUSHU IN COLLEGE WUSHU CLASS**

Wushu teaching plan of the semester should be made according to the framework of the whole Wushu.

First of all, we should ensure that the six major parts of Wushu have their own teaching hours in the Wushu semester teaching plan, and ensure the integrity of the six major sections of Wushu, which is the way to complete all Wushu.

The selection of Wushu theory teaching materials should be in line with the school's education direction, in-depth history, targeted and practical significance

Wushu is the quintessence of the Chinese nation, with a long history, broad and profound. In the development of thousands of years, along with the emergence of various ancient ideological and philosophical theories, a lot of fighting thoughts and Wushu schools have been produced. It is unrealistic to explain all these clearly, so we should pay attention to the choice of theoretical textbooks. For example, medical colleges and universities can focus on the theoretical knowledge of Wushu and traditional Chinese medicine culture, traditional health care, acupoints and meridians; fine arts colleges and universities can focus on Wushu and traditional aesthetics, the language beauty of Wushu action naming, and the form beauty of Wushu action. Wushu is also related to traditional philosophy such as Yin and Yang, five elements and eight trigrams. As long as the textbooks of Wushu theory are selected according to the characteristics of the University and in-depth history, it can be in line with the general direction of school education, showing personality and practical significance.

Wushu moral education should not be a mere formality and stop at boxing ceremony, but should be implemented in every class, which can quantify the assessment and really play a role in educating people

When it comes to Wushu, everyone will think of the bow ceremony of Taekwondo. It's really tiresome and helpless. Chinese Wushu also have boxing ceremony, so is it not tiresome for teachers or students to do the boxing ceremony even if it has martial morality? Of course not. If we really do this, it will be a mere formality. The Chinese people pay attention to observing their words and deeds, which lies in the heart rather than the form. In Wushu class, the etiquette of boxing ceremony cannot be less. More importantly, students' performance in class should be included in the scope of Wushu ethics examination. For example, whether the class is on time, whether the clothing is standard, whether the words and deeds are courteous, whether the teacher's requirements are taken seriously, whether there are absenteeism, leaving early behavior, and so on, these are the contents of Wushu ethics assessment. Each class should be recorded, and the score of each project should be well specified. At the end of the semester, it can be used as the basis for adding or deducting points, so as to quantify and implement the Wushu ethics assessment. The function of moral cultivation of high school students.

The theory and morality of Wushu can be regarded as the soul of Wushu. Without them, Wushu will be left with body movements.

The selection of teaching materials for the three major parts of Wushu basic skills, Wushu routines and Wushu offensive and defensive drills must be scientific, individualized and targeted

The Wushu foundation of college students is generally weak, and many of them have not been exposed to Wushu. It would be unrealistic for a 9-year-old young man to start from horse trot and practice a lot of basic skills, such as various step forms, pile techniques, fist techniques, ligament stretching, and so on, and expect to carry out later teaching after laying a good foundation of Wushu. As a result, teachers and students are also disappointed. What the students want to learn is exactly what the teachers want to teach after the students' basic skills have been strengthened. However, students have lost interest in Wushu at the stage of repeated and large-scale practice of basic skills and routines. As a result, the teachers' teaching plan cannot be completed. Finally, the teaching stage of Wushu basic skills and routines has come to an end, and both teachers and students have lost their interest. Hope to leave.

The author thinks that since the primary school junior middle school stage Wushu class has been seriously absent, then the university Wushu teaching must seek truth from facts, cannot blindly apply the traditional Wushu teaching mode. Because the number of teaching hours is too short, the teaching object has grown up and the foundation of Wushu is too weak, and the teaching goal is mainly to strengthen the body, self-defense, then teachers do not need to spend a lot of time and energy in the basic skills and routine practice stage. Teachers only need to normally enter the stage of Wushu self-defense attack and defense drill after the teaching of Wushu basic skills and routines. No matter whether the students' learning of basic skills and routines can satisfy the teachers, they don't need to stay at this stage. They only need to spend a certain amount of time in each class for collective practice in the later learning stage, as long as students follow the teacher's requirements. Line practice, then they are on the way to physical fitness, the goal of class will be achieved!

Martial arts attack and defense technology, which is the self-defense technique students expect, are interested in this part and learn quickly. At the same time, the self-defense function of Wushu is also the charm of Wushu which is different from other sports. It is the personality of Wushu and the root reason for Wushu. If it is only for the sake of strengthening body and body, it is OK to learn any other sports, and it is not necessary to have Wushu. This part mainly focuses on skills. Teachers should carefully choose the attack and defense self-defense technology matching the physical quality of students before teaching. In addition to let students learn skills, they should also understand that, in combination with strong and powerful bodies, the effect of using skills will be twice as good as possible. Students should be encouraged to actively volunteer to practice basic skills and basic strength. In short, we should teach according to their aptitude, guide

according to the situation and teach this part of the content in a targeted way.

Wushu challenge arena technology (Sanda) teaching is indispensable, but we should adjust measures to local conditions

Martial arts arena technology, also known as Sanda technology, is a kind of Chinese standing fighting project formed after the transformation of Wushu according to the rules of the external standing fight events (boxing, taekwondo, Thai boxing). Although it originated from Chinese Wushu, it has been greatly different from Chinese Wushu in external form because of its catering to the rules of fighting. Most schools do not have a fixed Wushu indoor training hall, so it is difficult to complete the teaching of Wushu challenge arena technology. However, the training of Wushu challenge arena technology is not necessary. If there is a school, it is necessary to let students understand the relationship and origin of Wushu arena Technology and other Wushu techniques. Even teaching as a part of Wushu theoretical knowledge is also very good.

#### IV. CONCLUSION

Wushu Industry promotes the lifelong development of Wushu. The healthy development of Wushu education industry needs the strong support of Wushu education in schools. It is a new mode of Wushu education in colleges and universities. Its main characteristics are as follows:

Firstly, it emphasizes the integrity of College Wushu classroom education, which is divided into six parts: Wushu theory teaching, Wushu Morality Education, Wushu basic skills teaching, Wushu routine teaching, Wushu attack and defense technical exercise, Wushu arena Technology (Sanda) teaching;

Second, it emphasizes that the learning process of Wushu classroom education is greater than the learning results. The teaching process of the six major parts must be comprehensive and conscientiously implemented, and the learning results should be weakened on the premise that the teaching objectives can be achieved

Thirdly, it emphasizes that the textbook selection of Wushu theory should be localized as much as possible, and should be matched with the talent cultivation characteristics of colleges and universities as far as possible, so as to make the education of Wushu theory more realistic and more acceptable to students;

Fourth, it emphasizes that the education of Wushu morality should be reflected in the behavior performance of each class, and should be able to quantify the assessment, rather than just be satisfied with the use of boxing

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