

Review Martial Arts Education in Primary Schools

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ABSTRACT

Since the "martial arts into the campus" policy was put forward, the martial arts curriculum has been widely carried out in some primary and secondary school campuses. Although certain results have been achieved, problems have been found in practice, and the school martial arts education mainly has curriculum problems. In this paper, literature method, field investigation method, mathematical statistics and other research methods from the martial arts curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation aspects of the summary of the relevant problems, and put forward the corresponding solutions, in order to promote the development of primary school martial arts curriculum, make primary school martial arts education sustainable development.

Keywords: *Martial arts, Martial arts education, Martial arts curriculum.*

1. INTRODUCTION: MARTIAL ARTS EDUCATION

Martial arts education is to train students' actual combat consciousness and ability through physical practice, enhance students' physical quality, and make them become hard-working, moral and artistic socialist builders and successors.

2. THE CURRENT SITUATION

This paper takes the central District of Jinan city as an example, in 2011, a total of 11 school courses in martial arts, according to statistics, in 2019 several courses in martial arts of primary and secondary schools there are 27, which Jinan Shun Wen Middle School (primary) and Jinan 14 middle school (primary) also opened martial arts courses, but there are still some primary schools is not really to join the course. At present, there is a common situation among primary school students that "they like martial arts, but they don't like martial arts lessons". Until they graduate from primary school, they have not mastered the techniques of martial arts, but only forgot the routines after learning them in class because they are not consolidated. Relevant data show that the rate of myopia and obesity among students is increasing year by year. The physical condition of the students declined significantly, some boys could not pull up a pull-

up, many students to 800 meters or 1000 meters run results are extremely bad.

3. EXISTING PROBLEMS

Although the popularity of martial arts education in primary and secondary schools is constantly improving, problems emerge constantly[1]. In the final analysis, there are certain problems in the martial arts curriculum itself.

3.1 *Martial Arts Curriculum Objectives*

Traced back to primary school martial arts curriculum is a part of physical education, but not the standard target system, the hall of martial arts curriculum goal has not a clear positioning, make its will also appear more confused with sports teaching goal, because of the large target empty, but the content of nothingness, to some extent, is not conducive to subsequent development of school martial arts course." [2]

3.2 *School Martial Arts Curriculum Content*

In recent years, the primary school physical education syllabus has changed. In 1961, "Physical education textbook for primary and secondary schools" stipulated that the primary school teaching content is basic skills, the first set of martial arts

exercise, the second set of martial arts exercise; The teaching of basic skills was cancelled in 1978; The teaching of basic skills has continued since 1992[3]. It is believed that the basic skills of martial arts are an indispensable part of martial arts practice, and attention should be paid to them all the time. The person in charge of the relevant sports department also made timely supplement work. More importantly, the selection of primary school martial arts curriculum content is outdated, mainly focusing on martial arts exercises and juvenile boxing. This "only routine theory"[4] makes classroom teaching dull and boring, and neither teachers' teaching interest nor students' learning interest can be aroused. This kind of martial arts teaching content is lack of innovation[5], many primary school students reduce the learning efficiency, which is also a school martial arts curriculum in China to improve a big problem. In the new era, the mode of sports and education integration requires that students' interests and hobbies be satisfied and students participate in it voluntarily, so as to change the status quo of "students like only martial arts but not martial arts classes".

3.3 School Martial Arts Curriculum Implementation

There are also some problems in the implementation of school martial arts curriculum, This paper mainly summarizes the four aspects of school construction, professional martial arts teachers, parents' awareness and students' interest.

3.3.1 School Construction

At present, there are still many schools in the central district of Jinan city that have not joined the martial arts class and have not experienced the fun brought by the martial arts course, which fully reflects that school leaders do not pay enough attention to physical education. Moreover, some schools offering martial arts classes cannot ensure the orderly progress of the primary school martial arts courses due to the insufficient venue facilities.

3.3.2 Professional Teachers in Schools

"Mathematics, physics is a PE teacher to teach", "Chinese, English is a PE teacher to teach" and so on some fun, on the surface of said sports teacher is all-powerful, but shows that sports teacher's own unprofessional, athletics teacher is the promoter of students' health of body and mind development, in

the school sports work play an irreplaceable role. According to Wang Dengfeng, during the 13th Five-Year Plan period, the number of physical education teachers in compulsory education increased from 502, 000 to 595, 000, with an annual increase of about 20, 000 physical education teachers[6]. "Teacher quantity increased year by year, but lack of professional teachers is still a problem to be solved, other sports teacher to teach martial arts, the classroom is more for the interpretation of martial arts demonstration, lack of attack and practical content, this has become a widespread phenomenon, make it difficult to mobilize in the students enthusiasm, making students weariness.

3.3.3 Parental Concept

Due to the influence of exam-oriented education, parents realize the importance of learning cultural classes and believe that "culture comes first". Although the policy has tilted toward the direction of sound, body and beauty, but parents think the focus should also be on the exam, "test what to learn what" phenomenon has not changed, most parents will be children's learning content for the physical examination content, such as "solid ball, volleyball" and so on, and the status of martial arts courses can be imagine.

3.3.4 Students' Interest

Students generally believe that martial arts is just like climbing on the wall and fighting in TV dramas and movies. However, in class, students constantly imitate and repeat exercises, so their interest cannot be developed and they only cope with exams. In addition, influenced by the trend of culture, students more pursue the "fast food culture", inner impetuous, not willing to calm down to think and practice.

3.4 School Martial Arts Course Evaluation

The evaluation of martial arts courses in primary schools mostly takes the final score as the final evaluation, and the examination content is mostly martial arts routine rehearsal, and tends to be marked by teachers, namely one-way evaluation. Therefore, the evaluation of martial arts courses is relatively simple and lacks objectivity.

4. SOLUTION

4.1 Reconstruction of School Martial Arts Curriculum Objectives

Martial arts course goal setting, the first to highlight the guiding ideology of "health first", the second should consider different level student's body and mind development characteristics, level one, level two and level three stages respectively formulate conforms to the target, the students' physical and mental development characteristics of different levels of students according to their aptitude, so that the students theoretical knowledge, physical skills and thought personal character improved, come in and achieve the desired goal.

4.2 Construction of School Martial Arts Curriculum

At present, China has promulgated the "sports 100 points", "sports teaching integration" and other relevant policies, under the protection of relevant policies, it is necessary to change the current situation of only score theory, return to strengthen the construction of students' physical quality. For primary school students, we should give priority to play-based teaching, practice the open moves, and increase the teaching of traditional martial arts techniques, such as Jinan Yanqing boxing and Bajin boxing. Through the teaching of local boxing, students can not only strengthen their understanding of local culture, but also play a role in cultural inheritance. At the same time, it is committed to the transformation from "physical education" to "education", paying attention to the growth of students, cultivating their sound personality, and honing their will. The selection of content should follow the principles of stage, objectivity, interest and competition. Different emphasis should be placed on different level stages[7]. Level 1 is the entry stage, and students' interest should be cultivated, mainly for entertainment. Level 2 students have a little foundation, should add some rolling and simple fighting exercises, pay attention to students flexibility, coordination exercises; Level 3 students have a strong competitive spirit, and can carry out aerial exercises, small combinations, simple sets, and limited two-person actual combat exercises.

4.3 Strengthening the Execution of School Martial Arts Courses

4.3.1 Improving the Attention of Leaders

First of all, in view of the current situation, the superior authorities should strengthen supervision measures to ensure that more schools can implement the martial arts courses. Schools should strengthen the construction of site facilities, at least to ensure that there can be a common site with other projects on rainy days, equipped with knives, guns, swords, sticks and other martial arts equipment. School leaders should learn from the implementation of the better "Tsinghua model", "South sports model", strengthen the construction of professional martial arts team, from the child grasp, grasp from the basic, introduce more advanced teaching ideas at home and abroad, so that students carry out systematic and professional training.

4.3.2 Improving the Allocation of Professional Teachers

Teachers are important transmitters of school martial arts teaching implementation. Although China has put the work of physical education teachers in primary and secondary schools on the agenda, there are still obvious problems, lack of full-time teachers, so that students do not master a complete set of martial arts skills after 12 years of learning. In order to solve this problem, we have taken more measures to teach martial arts boxing in schools, clubs and inheritors of traditional martial arts intangible cultural heritage. In the Opinions, for the first time, excellent coaches, retired athletes, social sports instructors and volunteers with sports expertise are encouraged to serve as physical education teachers, which is conducive to the strengthening of school physical education work.[8] At present, there are some primary schools in Jinan city, such as: Xihe primary school, rush Ma primary school and so on have professional coaches of the martial arts association into the school to teach, Jinan City martial arts association will also hold regular training of coaches, martial arts teachers, this is undoubtedly a good move. At the same time, the school also needs to determine the workload of teachers scientifically and reasonably, so that martial arts teachers and teachers of other disciplines can be equal in various benefits, so as to retain every excellent teacher.

4.3.3 *Developing Students' Interest in Martial Arts*

School education is for the healthy growth of every student, but also shoulders the outstanding reserve talent training work. Therefore, we should not only pay attention to the acquisition of cultural knowledge, the acquisition of healthy physical quality is the premise, and then to train students in many aspects. The progress of school martial arts courses should always make students look forward to the next course, pay attention to the game teaching, pay attention to the development of students' personality education, cultivate students' interest in martial arts schools, and realize the happiness in them.

4.3.4 *Changing the Concept of Parents*

The cultivation of students is not only the unilateral education of family or school, but also the joint cultivation mode of "family and school". In the 21st century, students' learning of cultural knowledge is inevitably important, and a healthy body is also essential. Martial arts courses are the carrier of the continuation of excellent traditional culture, and each of us has the responsibility to inherit them. Parents should change the view of only learning, and let students participate in sports and experience the process more in their spare time, so as to gain a sound body and improve learning efficiency.

4.4 *Changing the School Martial Arts Curriculum Evaluation*

School martial arts curriculum evaluation should change the one-way and single evaluation way, record the growth process of every student, establish a growth record bag for students, and evaluate the progress of each stage scientifically and reasonably, so as to not only carry out the final evaluation of students, but also pay more attention to the stage evaluation. At the same time, the course evaluation process should not only include the one-way evaluation of martial arts teachers to students, but also include two-way evaluation links such as teachers and students mutual evaluation, which can promote teachers and students to improve together.

5. CONCLUSION

In recent years, martial arts education in primary schools has achieved good results under the leadership of relevant departments. At present, martial arts education is being carried out in full

force in primary and middle schools. "True knowledge comes from practice". In the implementation process, there are mainly curriculum problems in martial arts education in schools. At the same time, we should attach great importance to the reform of the elementary school martial arts innovation, make the current primary school martial arts is not only popular with the students, promote the students to improve the body quality level, cultivate the spirit of the optimism, the courage to fight, quality, and make them become a new era of art of morality, intelligence and physique full scale development, really promote elementary school martial arts education steadily forward.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Jie Sun.

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