

Research on the Influencing Factors and Countermeasures of Fencing Culture Spreading and Teaching in Colleges and Universities in China

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ABSTRACT

For the study of fencing teaching in colleges and universities in China, by the literature method and expert interview method, this paper studies the influence factors of the spread of fencing culture in teaching, and draws five conclusions and suggestions on strengthening the construction and equipping of field equipment, increasing the construction of the teaching staff of fencing projects, enhancing the compilation and introduction of high-quality teaching materials, improving the diversity of teaching content and teaching organizations, and propagandizing the fencing culture on campus.

Keywords: Fencing culture, Colleges and universities, Fencing teaching.

1. INTRODUCTION

Sword is a kind of weapon commonly used in ancient times, its form varies from countries and regions and changes with the development of history. The swords used in fencing originated in Europe and are divided into three kinds: foil, epee, sabre. When people talk about fencing, they will naturally associate with "Zorro", a ranger, acted by Alain Delon. His superb swordsmanship, quick and strong body and chivalrous behavior to remove the violence have left a deep impression on people. Due to the rapid development of science and technology as well as the use of modern weapons, fencing's physical fitness, performance competition direction development gradually replaced its military value, which has become a sport. Fencing was listed as an official competition at the first Modern Olympic Games in 1896, and after a hundred years of development, the sport has become more and more perfect. In modern fencing competitions, athletes are equipped with white fencing suits with protective gear inside, face protection and leather gloves.

Fencing culture covers all cultures related to fencing. Therefore, fencing culture covers a wide

range, but all of them must be related to fencing. In addition to important combat weapons, the sword was also an image of sanctity, power, and identity in ancient times, which had something in common between the East and West. Even today, the sword is not only a kind of martial arts sports instrument, but also a symbol of the national spirit; sword weapons still have certain uses in military affairs. Therefore, from ancient times to the present, sword weapons and fencing martial arts occupy a considerable position in people's lives both in the East and the West. Although the ideas and customs are different, their love of sword weapons and fencing martial arts is the same. This phenomenon has to do with a whole culture of fencing. Because of this, fencing culture has been widely developed. The fencing has a long history, with characteristics of mysterious, elegance, thrilling, and great fitness value, therefore, it is popular among people of all countries, especially young people[1].

The spread and promotion of fencing in colleges and universities have many advantages, which can enable students to learn the etiquette and spirit contained in fencing culture, improve their overall quality, and sharpen their physical will. Students can form a good value system and achieve the goal

of teaching and training talents in colleges and universities easier through the study and practice of fencing[2].

2. RESEARCH TARGETS AND METHODS

2.1 Research Targets

Taking students who have chosen fencing courses at Yunnan Physical Science and Sports Professional College as research targets, this research investigates the influence factors of fencing culture in fencing teaching.

2.2 Research Method

2.2.1 Literature

By searching and consulting literature related to fencing and fencing culture on platforms such as CNKI, Wanfang, viewing relevant books and historical materials, and accumulating a large number of theoretical foundations to provide an ideological framework and reference for this research.

2.2.2 Expert Interview

Experts and scholars related to fencing in Yunnan Sports Vocational and Technical College are visited to discuss and exchange the influencing factors and countermeasures of fencing culture in fencing teaching in colleges and universities in Yunnan Province.

2.2.3 Questionnaire Survey

450 teachers and students from Yunnan Physical Science and Sports Professional College were randomly selected for questionnaire survey.

2.2.4 Mathematical Statistics

The relevant data of the questionnaire are statistically sorted and analyzed to provide data reference for the research of this paper.

3. FACTORS INFLUENCING THE SPREAD OF FENCING CULTURE IN FENCING TEACHING

3.1 Venue and Equipment

In "Table 1", according to the survey, the most important factor for students is the venue and equipment, 82% of students think that venue conditions and the insufficient fencing equipment are the main reasons to limit their participation in fencing sports. Fencing is a fierce and elegant indoor sport, due to the weather and the restrictions of the operation of fencing equipment, fencing must be carried out in indoor venues, which has higher requirements for fencing venue conditions and equipment, especially increases difficulties in the promotion and dissemination. As fencing is carried out among more and more students, the venue facilities and equipment fail to be updated and increased with the development of the course, such as swords, fencing uniforms, swords, masks, referees and other major equipment. These old and scarce venue facilities and equipment greatly limit the spread and influence of fencing culture in teaching, which not only affects students' enthusiasm and initiative in learning, but also affects the teaching quality and teaching progress, and has caused great restrictions on the spread and influence of fencing culture to a certain extent[3].

Table 1. Survey form of venue and equipment factors

	Number of people	Proportion (%)
Insufficient venue	162	36
Insufficient fencing equipment	207	46

3.2 Teachers

The promotion of fencing sports and the spread of fencing culture in colleges and universities basically rely on the construction of fencing teachers. High-level fencing teachers can promote the development and cultural promotion of fencing

in colleges and universities. In "Table 2", according to the survey, insufficient teachers' ability level only accounts for 0.4%, while single course content only accounts for 0.8% in students in fencing culture communication, which shows that the level and professional quality of fencing professional teachers are high, the teaching content is rich in

diversity, which can actively promote the development of fencing and fencing culture. However, the insufficient number of fencing teachers accounts for 45%, indicating that the lack of fencing teachers affects the quality of fencing teaching. Fencing teachers must have high professional and technical skills, academic qualifications and degrees, however, many high-

level athletes or coaches do not have the relevant requirements of diplomas, many teachers with diplomas do not have high-level professional competence, which greatly limits the development of fencing in colleges and universities, and also limits the spread of fencing culture in colleges and universities[4].

Table 2. Survey form of teachers' influence factors on fencing culture communication

	Number of people	Proportion (%)
Insufficient teachers' ability level	18	4
Single course content	36	8
Insufficient teachers' responsibility attitude	9	2

3.3 Teaching Material Resources

At present, there is no unified, standardized and authoritative teaching material in colleges and universities, the content of the lecture is mainly compiled by the teachers themselves with their knowledge accumulated and related learning, therefore, there are some limitations in the cultural promotion and teaching quality improvement of fencing. Under normal circumstances, students have not had any contact with fencing before participating in the fencing class, so authoritative and systematic teaching materials are very important for students to learn and understand the relevant knowledge and master the culture and technology of fencing correctly.

3.4 Student Personal Factors

In "Table 3", in learning, students' study of sports programs, as well as the development and cultural dissemination of sports programs among students are affected by their personal interests, hobbies, past experiences, and financial conditions. The survey shows that almost half of the students agree that personal interest is a major factor affecting the spread of fencing culture. Therefore, setting different teaching contents for different majors and different types of students, adopting different teaching methods, conducting different teaching methods, choosing different assessment contents and performance evaluation methods, etc., will effectively promote the spread of fencing culture among students in colleges and universities.

Table 3. Survey form of main influencing factors of fencing culture communication

	Number of people	Proportion (%)
Insufficient venue and equipment	369	82
Teachers	63	14
Teaching materials resources	171	38
Student personal factors	207	46
Publicity	162	36

3.5 Campus Culture Promotion

The strong spirit of militarism and martial virtue in fencing culture have important practical and cultural significance in sharpening people's physical quality and spiritual will, which can actively promote personal values, outlook on life, world view. Actively promoting these spirits on campus can not only enhance students' values, but also promote and disseminate fencing culture well[5].

3.6 Teaching Methods

According to the investigation of the fencing course in Yunnan Physical Science and Sports Professional College, it combines the "multimedia teaching method" that students love with practice. Through learning, students can understand the history of fencing development, Yunnan fencing history, fencing technology related theoretical knowledge, through close combination of technical practice experience, theory and practice, students have a deep understanding and experience of fencing, which play an active and effective role in

spreading fencing culture among students in colleges and universities[6].

4. CONCLUSION

4.1 Strengthening the Construction and Equipping of Venue and Equipment

Fencing facility conditions are critical to the quality of teaching in fencing courses, which can not only guarantee the completion of fencing course teaching, but also enhance students' interest in learning, sound fencing venue and facilities are attractive to students and can effectively stimulate their interest in fencing. In the development of fencing events, colleges and universities should make a certain budget input to ensure the funds, and gradually increase the input of fencing venue and equipment under the premise of reasonable planning, so that the fencing venue and equipment and facilities can be accumulated year by year. At the same time, they can cooperate with qualified enterprises to broaden the channels for running fencing projects, solve funding problems, and improve the current situation of fencing sports equipment and facilities.

4.2 Increasing the Construction of Fencing Teachers

An excellent team of teachers is essential for the development of courses, the spread and development of fencing culture, as well as the learning and growth of students. Colleges and universities should increase the number of teachers in due course, strengthen teacher training, strengthen the construction of fencing teachers, and achieve the goal of improving the quality of fencing teaching. On one hand, colleges and universities should expand and appropriately relax the recruitment of professional fencing athletes and coaches, expand the professional fencing athletes or coaches to become college teachers, and improve the professionalism and attractiveness of fencing teachers. On the other hand, colleges and universities should give teachers more and higher opportunities for learning and training, for example, accept regular professional training at higher level universities, participate in various types and levels of academic exchanges and research discussions, so as to improve teachers' knowledge ability and scientific research level, and meet the needs of teachers for the development of fencing courses and the spread and development of fencing culture.

4.3 Enhancing the Compilation and Introduction of High-quality Teaching Materials

High-quality teaching materials are essential to help students learn and understand fencing culture, the content should not only contain the relevant background knowledge of fencing, the current development situation, but also include the spiritual etiquette, competition organization rules, refereeing law and other aspects of fencing, such teaching materials are systematic, diverse and rich, which can effectively promote the spread of fencing culture among students in colleges and universities.

4.4 Improving the Diversity of Teaching Content and Teaching Organizations

Too much emphasis on technical practice will make the teaching process relatively monotonous and boring, which is not conducive to the development of fencing and the spread of fencing culture. Reasonable arrangement of basic knowledge, practical knowledge, competition organization and referee learning content of certain class hours is both interesting and rich. Teaching should combine physical, technical, etiquette and other aspects to provide students with comprehensive fencing culture education.

4.5 Propagandizing Fencing Culture on Campus

The key to the fencing culture being widely spread and influenced in colleges and universities lies in: firstly, the support of leadership and strong promotion of teacher teaching are required; secondly, the organization and construction of fencing associations and student fencing associations shall be strengthened in colleges and universities, thirdly, students shall be organized actively to take part in competitions inside and outside the school to expand the influence of fencing. Only let more students know and understand fencing, lay a good foundation for students, fencing culture can be better spread in learning in colleges and universities.

AUTHORS' CONTRIBUTIONS

Xiaolong Lu is responsible for experimental design and analysed data, Xianqiong Ding wrote the manuscript, and Ming Li contributed to revising and editing.

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