

Study on Current Situation of College Students' Interest in Learning of Simplified 24-step Tai-chi-chuan and Its Measures

Lei Luo

Hubei Business College
Wuhan, Hubei, China 430079
E-mail: 782403109@qq.com

Abstract—Interest in learning is one of the essential factors that affect teaching effect and the foundation for students to participate in the teaching activities actively. In teaching of 24-step simplified Tai-chi-chuan, improving college student's interest in learning is an important task of teaching activities and a significant guarantee for students to participate in teaching activities and their self-exercises, which is of vital significance for promotion of Tai-chi-chuan movement and carrying forward of national culture. Some colleges in Hubei Province that offer physical education of 24-step simplified Tai-chi-chuan have been selected in this paper as the study object of college students' interest in learning of Tai-chi-chuan in physical education. Literature consultation, interview, questionnaire survey, logical analysis and other methods are adopted as study methods to analyze current situation of college students' interest in learning of 24-step simplified Tai-chi-chuan and the causes, with reasonable measures having been put forward: to reform the teaching of 24-step simplified Tai-chi-chuan by virtue of systemic teaching of Tai-chi-chuan, enhancing of teachers' professional ability, giving full play to the students as main body, optimizing teaching environment etc., and drive internal changes through external causes to promote students' changes in thinking and understanding and enhance their interest in 24-step simplified Tai-chi-chuan, thus to improve teaching effect. And make contributions to the promotion of Tai-chi-chuan and national culture inheriting by actively to be involved in Tai-chi-chuan movements.

Keywords—college students; Tai-chi-chuan; interest in learning; current situation; measures

I. INTRODUCTION

As one of national intangible cultural heritages, Tai-chi-chuan is an integration of self-cultivation, body building as well as martial arts and actual combats etc., and is loved by the masses by virtue of its movement characteristics of combination of softness and hardness. In order to respond to the call of nationwide fitness, the 24-step simplified Tai-chi-chuan was formed on the basis of Yang-style Tai-chi-chuan by the experts organized by original national sports committee in 1956. Because it is simple and is easy to learn, to exercise and to memory, it spreads nationwide rapidly, and becomes a Tai-chi-chuan form with greatest impact. With the deepening development of physical education

reform in colleges, more and more colleges have taken the 24-step simplified Tai-chi-chuan as teaching contents in the classes of basic physical education or special physical education. And the teaching of 24-step simplified Tai-chi-chuan has become a study orientation for physical educators in colleges.

Interest in learning is students' inclination to learn about a certain learning object or to be involved in certain learning activities, so it is an important factor that affects learning consciousness and motivation. If students' interest in learning can be inspired in teaching, their attention, will and character will be enhanced, and they will participate in teaching activities actively, thus teaching effect can be improved. As a result, the primary task in teaching of Tai-chi-chuan is to improve college students' interest in learning of Tai-chi-chuan.

College students' interest in 24-step simplified Tai-chi-chuan in physical education has been selected as the study object. Literature consultation, questionnaire survey, logical analysis and other methods are adopted as study methods to analyze current situation of college students' interest in learning of Tai-chi-chuan and the causes, with reasonable measures having been put forward to resolve fundamental problems exist in teaching of Tai-chi-chuan.

II. CURRENT SITUATION AND ANALYSIS

Along with the comprehensively deepening reform and opening-up policy, traditional culture tends to be influenced by larger western culture impact, and as a traditional physical education item, Tai-chi-chuan is also facing the embarrassment of gradual decrease of students' interest in learning. The most straightforward reflection is the attendance rate of class and exercise performance. Nowadays, most of the college students tend to be weak and lazy while exercising Tai-chi-chuan in physical education class without vigor and spirit necessary for martial arts practices. Some students even not to attend physical education and do not participate in the exercise of Tai-chi-chuan. In addition, the students who choose Tai-chi-chuan as an optional class are less than those who choose other items, and quantity decreases annually. All the above mentioned has indicated

that college students lack the interest in learning of 24-step simplified Tai-chi-chuan or their interest hasn't been inspired, and various factors in physical education may cause such a situation.

A. Psychological Properties of College Students

Learning of routine of 24-step simplified Tai-chi-chuan is a long term process as its movement is tender, slow and continuous, and there are many changes in its route with single movement similar to each other. The college students who learn Tai-chi-chuan are generally under 20 years of age. The adolescents within this age group are of extensive hobbies, quick thinking, and easy to accept new things, but they tend to be absent-minded and change their interests easily; if they encounter frustration in the process of learning, learning-weariness mind will appear. Therefore, in the early stage of Tai-chi-chuan teaching, students tend to have strong interest in learning, yet along with the passage of time, it is inevitable to forget movements, at this time, students will change their learning target, and doubt their ability, thinking they cannot master Tai-chi-chuan, and set up psychological barriers for themselves, then their interest in learning will loss gradually. Some other students have bias on Tai-chi-chuan, thinking the movement of Tai-chi-chuan is slow with small amount of exercise, and it is suitable for the elderly only with little effect for young people. Thus their resistance to Tai-chi-chuan will be easily generated, for they don't want to learn it at all.

B. Teachers' Professional Skill

Physical education teachers of various colleges have been trained systematically before they took up their positions, including such basic contents as education, psychology and teacher's moral cultivation, as well as the professional knowledge of various items of physical education. However, not all the physical education teachers have received the professional training of martial arts after all, on one hand, some physical education teachers don't know enough about the routine movements, resulting in their weak demonstration, obscure explanation and inability to breakdown movements when taking exercises, misleading the students in terms of movements and adding difficulty for students to grasp movements, making the students unable to realize the sense of achievements for overcoming difficulties; on the other, teachers limit their teaching to routine movements only for they cannot grasp the cultural foundation of Tai-chi-chuan, and unable to make explanation on the art of attack and defense as well as fitness nature of Tai-chi-chuan, misleading the students in terms of thoughts, making them believe that Tai-chi-chuan just have little effect for them.

C. Simplification of Teaching Process

First of all, the deficiency of teaching contents: there are about 32 teaching hours for 24-step simplified Tai-chi-chuan in most of the colleges. However, as Tai-chi-chuan contains a number of movements, some teachers delete the teaching contents in order to accomplish teaching tasks, and they merely limit the teaching contents to the learning of routine

movements, with little involvement of other aspects such as basic skill exercise, basic knowledge explanation and cultural analysis. Secondly, simplification of teaching methods: the common mode is teachers' demonstration while explaining, or their explanation comes after demonstration, and then the students take exercises themselves. Such a teaching mode is just the mechanical repetition of teachers which is short of innovation, ignoring differences among the students and interaction between teacher and students, and cannot satisfy students' learning demands. Thirdly, the single-form of organizational form: generally, the organizational form adopted in teaching of Tai-chi-chuan is that teacher conducts demonstration and explanation with his/her back or face to the students, and students take exercise in team or by themselves with teacher's guidance. The route of Tai-chi-chuan changes a lot with much hand-eye coordination. So such an organizational form makes students have difficulty in grasping of changes of Tai-chi-chuan, and the teacher is easy to overlook some students. Lastly, poor teaching environment: although the site requirement for Tai-chi-chuan is not high, there are still quite a lot colleges that cannot offer exercise site, or too close of adjacent classes makes their noise disturb each other; in addition, some colleges have no music in teaching, and the exercises are taken only rely on teacher's command.

III. MEASURES AND SUGGESTIONS

In the process of physical education, in order to inspire or enhance students' interest in learning, we shall start from teaching process. Change students' cognition in Tai-chi-chuan, and inspire their identification of Tai-chi-chuan through teachers' correct guidance, diversified organization and flexible and effective teaching methods, and give full play to the charm of Tai-chi-chuan. Namely, promote internal cause with external cause to change students' thought, thus to enhance their interest in Tai-chi-chuan and to achieve good teaching effect.

A. Improve Teaching Contents

In the teaching of 24-step simplified Tai-chi-chuan, teachers shall also teach other contents besides learning of routine: First, to explain basic knowledge in combination with traditional culture, rendering the students a full understanding of the movements of Tai-chi-chuan and the culture contained in it, as well as the value of Tai-chi-chuan. Second, strengthen the exercise of physical quality and basic skill of martial arts. Solid basic skills and good physical quality may lay a solid foundation for grasping of movements, making the movements more relax and stretching, which can reflect the vigor and spirit better and inspire students' sense of achievement easier. Third, explain and take exercise in combination with the movements of attack and defense. 24-step simplified Tai-chi-chuan has a certain art of attack and defense; teachers may explain the movements in combination with attack and defense, and ask the students to do some simulation of attack and defense, which can deepen their understanding of movements of Tai-chi-chuan and strengthen their memory of movements. The combination of theory with practice, actual combat with drill,

and comprehensive teaching of theory of Tai-chi-chuan enable students to change their cognition of Tai-chi-chuan, thus to resolve the ideological roots of students' lack of interest in learning.

B. Enhance Teachers' Professional Quality

Teachers play a leading role in physical education and influence students' learning initiative through their words and deeds. A good physical education teacher may exert a subtle guidance on the students from various aspects, enabling the students to enhance or keep their interest in Tai-chi-chuan. And that require the physical education teachers possess such basic qualities as good teacher's moral cultivation and neat appearance, as well as professional knowledge of Tai-chi-chuan, and master more teaching methods and organizational forms.

1) *Enhance the Level of Tai-chi-chuan.* In order to make the students establish a correct concept of movement when get to learn Tai-chi-chuan, the teachers shall improve their level of Tai-chi-chuan to the greatest extent, learn about and analyze in depth of the movements of Tai-chi-chuan and its significance, and make full sense of the attack and defense significance, fitness effect and culture connotation of each movement of Tai-chi-chuan. Thus teachers can make normal and correct demonstration with continuous movements, enabling the students to appreciate the beauty of Tai-chi-chuan and generate strong desire for knowledge, and students' active learning interest is inspired; higher level of Tai-chi-chuan may also enable teachers to breakdown the movements of Tai-chi-chuan correctly, and enhance the efficiency of students' grasping of routine movements, as well as to shape teachers' knowledgeable image and their prestige in students, making students willing to participate in teaching activities.

2) *Enhance Teaching Level.* There are differences among individual teachers, yet each physical education teacher shall strive to enhance their teaching level. First of all, pay attention to the art of language, which is reflected in seizing the key and difficult points while explaining, expressing their meaning briefly and clearly; secondly, grasp more teaching methods and organizational forms to enrich themselves, thus guaranteeing their teaching activities more flexible and can be adjusted appropriately in accordance with students' situation, and can mobilize students' passion; thirdly, the art of demonstration shall be mastered. The site for demonstration shall be selected in accordance with different movements, making the students to see movement route clearly; lastly, pay attention to interaction among students. Obtain feedback from students as many as possible, rethink and adjust the teaching activities in a timely manner, making it suit students' internal activity characteristics better.

C. Conduct Teaching in Accordance with the Characteristics of Tai-chi-chuan

Compared with other teaching items, the teaching of Tai-chi-chuan stresses more of the principle of consciousness and enthusiasm, straightforwardness and gradual improvement. Therefore, teachers shall seize the characteristics of Tai-chi-

chuan, and change the teaching method and organizational forms appropriately to enhance students' interest in learning. Specifically, they may adopt the following methods: first, change the original entire class teaching to group teaching, and the members inside the group may remind and urge each other, while comparison and competition may be conducted among groups; second, take full use of mobile phone's recording and broadcasting function to make students see their own technical movement, and to compare with other students' movements or correct movements to find and correct their mistakes; third, conduct simulation of attack and defense drill as appropriate, enabling students to experience the meaning of movements of Tai-chi-chuan.

D. Give Full Play to Students as Main Body

Simply depending on teachers' explanation and demonstration as well as continuous repeating exercise by students following the teachers are not enough for teaching of Tai-chi-chuan. It also needs students to conduct intensify exercise themselves and self-monitoring, giving full play to the students as main body. This require teachers shall teach students the methods for self-exercise and the factors they shall pay attention to for self-regulation in physical education class, enabling the students to take exercise very well without teachers; in addition, the physical education backbone shall be cultivated, and the physical education backbone shall play a leading role to exercise the movements, which can liberate teachers who may observe better and correct wrong movements timely. And physical education backbone can also serve as a pupil teacher after class to guide and lead the students to take exercises.

E. Optimize Teaching Environment

Good teaching environments may enhance students' learning attention, delay the generation of fatigue, enhancing learning efficiency. The movement of Tai-chi-chuan is slow which requires teaching environments shall be quite to the best extent and avoid interference factors, to enable students to calm down as soon as possible, and relieve their impatience; in addition, it can be accompanied by soft and serene music to motivate student's passion, enabling them to take exercise with relaxation and pleasant; and the teachers' tone and command shall steady and slow to the greatest extent which is beneficial to control students' rhythm of exercise, deepening their memory of movements.

IV. CONCLUSION

"Interest is the best teacher". In teaching of Tai-chi-chuan, it is an important way for enhancing teaching effect to inspire and cultivate students' interest in learning, and it is also the primary task of teaching. The cultivation of interest in learning is a continuous process. Make students regular their learning attitude, definite learning objectives and enhance learning interest through teaching is each physical education teacher's responsibility and obligation, and the motivation to improve themselves. It is expected that teachers and students shall make their efforts together to participate in the exercise of Tai-chi-chuan, and to study, exploit the value and cultural and philosophical implication

of Tai-chi-chuan, enabling students to grasp sport skills and develop a habit of exercise, thus to promote their physical and psychological health; meanwhile, make others to participate in Tai-chi-chuan through students' publicity and mobilization to promote Tai-chi-chuan, thus to make Chinese national traditional culture be carried forward.

REFERENCES

- [1] Jin Qinchang. School Physical Education [M]. Beijing: Higher Education Press, 1997
- [2] National Committee of Sport College Teaching Material. Psychology of Physical Education[M]. Beijing: People Sport Press, 2002
- [3] Wang Daojun, Wang Hanlan. Education [M]. Beijing: People's Education Press, 2001
- [4] Haosou Baike. 24-step simplified Tai-chi-chuan [DB/OL] . <http://baike.haosou.com/doc/5357318-5592839.html> , 2015
- [5] Yan Ying. Analyze on Current Situation of Tai-chi-chuan Teaching in Regular Institutions of Higher Education and Study on the Measures [J]. Fighting: Science of Martial Arts, 2008 (1)
- [6] Sang Shouhui. Discussion on Dilemma of Teaching Tai-chi-chuan in Colleges and Measures [J]. Chinese Martial Arts (Research), 2011 (4)
- [7] Dang Xingyun, Wang Hexia. Effective Cultivation of College Students' Motivation and Interest in Learning of Tai-chi-chuan [J]. Chinese School Physical Education, 2011 (S1)
- [8] Wang Guokun, Li Jianzhong. How to Cultivate Students' Learning Interest in Teaching Tai-chi-chuan in Colleges [J]. Sports World (Version of Academic), 2008 (3)
- [9] Ran Siming. Discussion on Teaching Methods of 24-step Tai-chi-chuan [J]. Fighting: Science of Martial Arts, 2013 (9)
- [10] Wang Yan. Study on College Students' Interest in 24-step Simplified Tai-chi-chuan Teaching [J]. China Journal Books Network, (14)
- [11] Han Bo, Liu Xiaoxue. Study Overview of Teaching Methods of Twenty-Four-Form Tai-chi-chuan [J]. Sport, 2013 (9)
- [12] Mi Liang. Analyze on How to Improve Students' Learning Effect in Teaching of Tai-chi-chuan [J]. Journal of Henan Medical College for Staff and Workers, 2014 (1)
- [13] Mi Liang. Study on Current Situation of Teaching of Tai-chi-chuan in Sports College and Department of Colleges in Hubei Province and Measures [J]. Sport Science and Technology, 2013 (2)