Research on Teaching Reform Practice of the Course of Wushu Duan System in Colleges and Universities

——Based on the Application of the Theory of “Flip Classroom”

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Abstract: This paper uses literature and action research methods to study the development of martial arts system, the teaching of martial arts system, the nature of flipped classroom and the use of flipped classroom in martial arts course. This paper analyzes the situation of domestic martial arts grade system teaching, and initially tries to use the flipped classroom teaching mode in the martial arts grade system course, and makes a preliminary exploration and discussion on the flipped teaching mode. The results show that the teaching mode of flipped classroom helps to improve students' interest in martial arts. The standardized martial arts system helps to improve the learner's desire to upgrade, and is of great significance to promote Chinese martial arts culture.

1. Introduction

In the rapid development of science and technology and the ever-changing 21st century, the convenience and influence brought by information technology coexist. In recent years, with the “invasion” of the emerging “flip classroom” education model with the times, there has been a “strong earthquake” in the education sector. There have been many public opinions, and there are mixed opinions. So far, the domestic teaching system is still following the set of thoughts and models of the former Soviet educator Kailov. The rigid and aging routine is in urgent need of reform and renewal. The introduction of this new teaching model not only injects education reform fresh blood has activated the vitality of the entire education system. The main purpose of this paper is to apply the teaching mode of this new technology, the flipping classroom teaching mode, to the teaching of martial arts grade system, aiming at breaking the traditional teaching mode and teaching concept and creatively improving the teaching shortcomings in this field. In the research of this paper, the theory of the application of the "flip classroom" teaching mode and the theory of the use of the martial arts system are used to explain the theory of this article, which is of great significance to the teaching of the "martial arts grade system" course in the future. The promotion and application of the model play a facilitating role.

2. Research Objects and Methods

2.1 Research Objects.

This paper takes the use of flipping classrooms in the martial arts grade system as the research object.

2.2 Research Methods.

Literature method. In the school library, China Knowledge Network, Weipu and other websites to find and collect literature, understand the concept and content of the martial arts system, understand the concept, development and application of the classroom teaching mode, and understand the teaching status of the martial arts system. The development direction of the martial arts segment system and the investigation of the application of experimental results are in other fields in other areas of the flip classroom teaching model. Then combined with relevant theoretical knowledge and relevant reform practice experience, it provides theoretical support and literature
support for the research content of this paper.

Action research method. Carefully analyze the evaluation mode of the previous martial arts system, from the standard to the students, apply the flip classroom teaching mode to the martial arts grade system assessment course, and record the analysis results of the specific trial cases.

3. Results and Analysis

3.1 Overview of Flipped Classroom.

Flipping the classroom, literally, we know that this is the meaning of the classroom flipping over. In fact, its original intent is also true. Flipping the classroom (or reversing the classroom) is a way of running counter to the traditional teaching classroom model. It works in a way that allows students to efficiently master the knowledge points. In the flipping classroom education mode, before the video teaching, the students are in the pre-study stage, complete the combing of the knowledge points, and further consolidate the knowledge points during the class. Then after watching the video, complete the assignment at home. This high-tech education model is very different from the traditional education model [1]. The United States first tried this teaching model and began to promote its application to higher education institutions.

3.2 Development Status of Wushu Duan System.

Since 2008, the domestic martial arts system has ushered in the first "spring" of development. The following aspects reflect this phenomenon. First, the reform of the martial arts system has been sweeping across the country, such as the reform of the martial arts. Second, the rules formulated are spread out from the central city to the whole country, and each place organizes the examinations according to the standard. There are also relevant data showing that nearly 5,000 people from home and abroad have participated in the grade system examination, and 78.5% of them have passed the assessment to obtain the corresponding segment. Third, improve the martial arts system. The domestic authoritative institutions, well-known experts and scholars have studied and formulated the content of the examination system of the segment system, and jointly published the "Chinese Wushu Duan System Series Tutorial" jointly with the Higher Education Press. This textbook is the latest book on the martial arts grade system evaluation standard test, and is the most authoritative, most detailed and most standard test book. Fourth, the future of the country lies in the youth, and the martial arts segmental teaching focuses on the implementation of the primary and secondary schools [2].

The new edition of the "Chinese Wushu Duan System Series Tutorial" emphasizes the inner development of martial arts, the core content of martial arts, that is, the combination of martial arts singles and pairing. Each level of the segment is split and combined, and the combination of single training and training is carried out to realize the actual combat techniques. The appraisal system highlights the combination of martial arts singles and practice, while also protecting this feature of martial arts. At present, the promotion assessment system for martial arts ranks can be promoted as long as the standards are met. Therefore, the content of the assessment system and assessment needs to be further improved and further standardized, so as to highlight the characteristics and essence of martial arts, in order to better select the martial arts level of the martial arts.

3.3 Teaching Objectives of Martial Arts System.

The implementation of the martial arts system is not only to evaluate the technical level of the martial arts, but also to let the martial arts master the theoretical knowledge of martial arts and practice the excellent martial arts culture in China.

The faculty of the martial arts system, the teacher, must have a clear purpose, clear logic, and a clear teaching structure. Guide students to try and accept new ways of teaching. In addition, the faculty does not impart martial arts theoretical knowledge singly and mechanically, but consciously allows students to have a comprehensive understanding of the standards and evaluation criteria of the martial arts system. When teaching the martial arts system, explain to the students the essentials
of the martial arts system, standardize the students' martial arts movements, guide them to exchange their movements, and correct irregular martial arts movements [3].

3.4 The Nature of Flipped Classroom and the Learning Mode.

The nature of flipping the classroom. Wang Jian [3] believes that the flipping classroom has three major characteristics: First, the only difference between the flipped education form and the traditional form of education is that they have different purposes. The former is for the sake of students, to teach students in accordance with their aptitude, to maximize the students' own strengths, to stimulate their enthusiasm for learning, to cultivate their learning ability and to stimulate students' individuality. Second, the form of flipping education is to change the current status quo and reform the current traditional forms of education. This is the core of the flipping classroom; third, the advancement of modern science and technology is a strong support for the implementation of the flip education model. Provide technical support for the implementation of the flip classroom. A comparison of flipped classrooms with traditional classrooms is shown in the table below:

<table>
<thead>
<tr>
<th>Dimension \ Types</th>
<th>Traditional classroom</th>
<th>Flipping classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Standing between students and knowledge</td>
<td>Personalized preparation for students before class, pay attention to students' ability and effect to acquire knowledge.</td>
</tr>
<tr>
<td></td>
<td>Jessica understood, George was boring, Kevin didn't understand.</td>
<td>Jessica can solve the problem right away. George doesn't feel bored and challenging problems. Kevin can ask teachers and classmates for help.</td>
</tr>
<tr>
<td>Student</td>
<td>The teacher stood in front of the blackboard and the students kept taking notes.</td>
<td>Students learn knowledge through a personalized information platform, and can also interact. It can be taught in the classroom, and more is among the students.</td>
</tr>
<tr>
<td>Teaching method</td>
<td>Jessica was able to get the job done, and George finished the job quickly, and Kevin felt very tangled.</td>
<td>The interactive learning platform makes communication between teachers and students simple and efficient, and teachers' understanding of each student's learning situation becomes possible.</td>
</tr>
<tr>
<td>Teaching effect</td>
<td></td>
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</tr>
</tbody>
</table>

In the book "Flipping the New Situation of the Classroom", Mr. Zhong Qiquan believes that compared with the traditional classroom, there are several major reforms in the flipping classroom: First, the fundamental change of the teaching concept, from this aspect, the flipping classroom can be divided into two classes: All comprehension learning type; deep level ability learning type. The traditional classroom teaching process is: pre-study class → classroom learning → after-school review. Flipping the classroom transforms this model into: pre-study class → video teaching → after-school use. In the traditional classroom, the teacher is the main character and the student is the passive recipient. In the flipping classroom, this teacher-student relationship has changed, and students have become the main body of this kind of teaching relationship. Fourth, the change in teaching quality and effect, in the traditional teaching classroom, only students with excellent academics will receive attention, while the flipping classroom has no bad sayings, and treats all students equally, [4].

Flipping the learning mode of the classroom. Flipping the classroom as a new modern teaching mode, in which personalized learning is the essence of it, allowing students to arrange their own learning time and have more time to do what they like.

The anchor in the anchored teaching mode of flipping the classroom is the real problem created by satisfying the teaching situation. By studying the problem, the interest of the students is
stimulated, and the knowledge and memory knowledge are understood in solving the problem.

3.5 The Practice of Flipped Classroom Teaching Mode in Martial Arts Grade System.

Flipping the classroom teaching mode and the fusion of the martial arts teaching system. The flipping classroom mode is a product of the development of science and technology to a certain extent, and is the product of educational reform. Its central idea is to promote students' individualized learning. Flipping the classroom teaching model should adhere to this goal as the core, students-oriented, encourage students to passively accept knowledge to actively accept knowledge, encourage students to explore innovation, and enhance students' self-learning ability. The teaching goal of college martial arts grade system is mainly to cultivate students' self-confidence, adhere to the guiding ideology of "health first, martial arts first", develop students' own abilities, stimulate students' interest in learning, and cultivate self-training awareness. The teaching of martial arts grade system must fully demonstrate the specific functions of physical fitness, and with its unique cultural connotation and action charm, as well as its vitality, it is loved by students, thus laying a solid foundation for students' lifelong exercise. It can be said that the flipping classroom teaching mode coincides with the college martial arts segmental classroom teaching goal in the general direction, which stimulates students' interest in exercise and enhances students' initiative in learning. It also creates an important opportunity for the integration of the two.

Flipping the classroom teaching mode and the integration of martial arts teaching system. The integration of the flip classroom teaching mode and the martial arts segment teaching activity is mainly reflected in three aspects: pre-class, in-class and after-school modules, and the three are related to each other. In the process of teaching martial arts, the classroom teaching mode is used, so it is necessary to be fully prepared.

In colleges and universities, the promotion of martial arts classes is not very full. Many martial arts students do not have too much knowledge of the requirements of martial arts. Even many students have not systematically trained and have not undergone standardized exercise training. Therefore, their martial arts movements are not standard and not standardized. The martial arts grade system teaching emphasizes the training of the normative action, the focus of the martial arts, and the grasp of the strength. Therefore, the teacher is required to explain and demonstrate the martial arts movement in detail during the teaching process. Develop students' martial arts, as well as the unique temperament and spiritual outlook of martial arts. According to this point, the following teaching objectives are set for the martial arts segment: First, the martial arts spirit, assign tasks, let the students understand the spirit of martial arts and the culture of martial arts through the task of after-school confession; second, the action essentials of martial arts martial arts, let the students Watch the teaching video, let the students understand the test points of the martial arts grade system assessment through slow motion playback and action decomposition, demonstrate the action essentials in the classroom, and communicate with the students. It enables students to better master the essentials of martial arts movements.

The teacher's lesson preparation before class: Prepare relevant teaching videos, and teach students by appreciating the video, analyzing the video, decomposing the main points of the video, and personally imitating the demonstration. Create a decomposition plan, and create a picture plan for the decomposition of the three angles of the front view, the left view, and the top view. Students' study preparation before class: Use the flip teaching class to understand the spirit of martial arts, and let students watch Bruce Lee's classic martial arts film "Jingwumen" and the martial arts section test section "2016 Taijiquan Competition". Let students watch the video to enhance their understanding of martial arts, the meaning of martial arts, and the criteria for martial arts system. In addition, let students think about the problem while watching videos of martial arts films and martial arts games: What is the martial arts segment? Why do you want to take a martial arts test? What is the point? What are the characteristics?

The teacher explained the demonstration and solved the difficult problem for the students. After the students have studied the standards of the martial arts system in the flipping classroom, there are
doubts in the heart. What is the scoring standard in the martial arts? What is the essentials of the martial arts? The teacher responded to these questions, making the students understand more thoroughly and the memory is stronger. The teacher organizes students to discuss, practice, and correct the group. First of all, the students watch the relevant videos of the martial arts section test section by flipping the classroom to understand the imitation of martial arts movements. The teacher divides the students into group discussion forms, allowing the students to practice, exchange their ideas, and exchange their understanding of the essentials. Imitate practice to achieve the purpose of teaching. In this process, the teacher often walks around, and combines the pre-made standard courseware to correct the students' irregular movements. Through their own action demonstrations and explaining the key points, the students can experience the understanding.

Under the new "flip course" education form, the class does not represent the end of the teaching content. There is also a very important part after class - the evaluation of the quality of teaching. After experiencing classroom teaching, it is often found that the time in the classroom can not meet the needs of teaching. After group discussion and teacher guidance, students can not absorb and understand the teaching results in such a short period of time, and there is not enough time to evaluate them. Therefore, the educational form of the “flip course” offers this possibility. Through the assessment after class, the students can make the teacher correct the course appropriately, take the students as the foundation, and formulate the corresponding teaching content according to the qualifications of the students. You can also use the “flip classroom” after-school learning method to explain the action essentials as much as possible according to the students, and to break down the actions in more detail so that they can adjust their learning according to the qualifications of different students. In the era of networking, various social software and media networks emerge one after another. In this new form of education, students can take advantage of the network to learn. Under this teaching mode, students achieve knowledge through creative and personalized learning. In the emerging form of education, the individualization of students has been well developed. The classroom has become a platform for students to demonstrate their individualized learning outcomes. Students absorb knowledge and innovative knowledge through this process.

Flipping classroom teaching mode and the integration of martial arts grade teaching evaluation. In the process of flipping the classroom teaching mode, not only must the normal teaching steps be completed, but the teacher also needs to evaluate the students' learning situation. The teaching evaluation under the flipping classroom teaching mode is not much different from the evaluation of the martial arts segmental classroom teaching mode. It is usually composed of three aspects: teacher evaluation, self-evaluation and others evaluation. After the students learn cooperatively and reflect on their own shortcomings, the teacher first evaluates the students' learning situation, and asks the students to evaluate each other. Finally, the teacher makes a summative evaluation. The end of the class is very important. Teachers must carefully design and ask students to reflect on self-learning and build on them.

4. Conclusion and Recommendations

4.1 Conclusion.

The “Flip Classroom” teaching mode can make up for the lack of time in the traditional teaching mode. The post-class teaching and teaching evaluation are used to correct the teaching content. According to the differences of qualifications of different students, the corresponding teaching content is formulated.

The teaching of the "martial arts grade system" course will enhance the students' understanding from the explanation of the action and the demonstration exercise of the standard action. The educational form of flipping classrooms has challenged traditional forms of education in many aspects, and has important significance in activating effective teaching vitality, improving teachers' teaching level, and learning quality of students.

The practice of flipping classroom teaching mode in the martial arts grade system includes three aspects: the integration of martial arts grade teaching objectives, teaching activities and teaching
evaluation. The martial arts segment system flipping classroom teaching mode should adhere to the goal of promoting students' individualized learning, focusing on students, encouraging students to passively accept knowledge to actively accept knowledge, encourage students to explore innovation, and enhance students' self-learning ability. The combination of the flipping classroom teaching mode and the martial arts grade system teaching activities includes pre-class, in-class and after-school modules, and the three are related to each other. The teaching evaluation under the martial arts segment system flipping classroom teaching mode consists of three aspects: teacher evaluation, self-evaluation and evaluation of others.

4.2 Recommendations.

Establish a sound assessment system and a stable and fair evaluation system. Vigorously promote the tumbling classroom teaching mode of martial arts system, from the media, network and other media to the government, the Ministry of Education and other functional departments, more publicity, so that the majority of teachers and students understand their advantages and promote nationwide.

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