

Research on Integrating Traditional Wushu Culture into College Physical Education

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Abstract: Chinese Wushu is a splendid treasure in Chinese traditional culture, which is of great significance for strengthening the national physique and cohesing the national spirit. Integrating traditional Wushu culture into college physical education can not only innovate the form of College Physical Education and enrich the content of physical education, but also promote the inheritance and development of Wushu culture. However, in the actual teaching process, there are still many problems in integrating the traditional martial arts culture into the college sports classroom. For example, the concept does not pay enough attention to the inheritance of traditional martial arts culture. In terms of content selection, the content of martial arts is complicated and there are many routines. The quality of teachers in the teaching process needs to be improved, which will restrict the inheritance and development of traditional martial arts culture. The article summarizes the important value of integrating traditional Wushu culture into college physical education, analyzes the problems existing in current Wushu teaching, and puts forward specific improvement suggestions.

1. The Important Significance of Integrating Traditional Wushu Culture into College Physical Education Teaching

Traditional Wushu is an important part of Chinese traditional culture, and it is of great value to integrate traditional Wushu culture into physical education in colleges and universities, specifically in the following aspects:

1.1 Cultivating the Strong Will Quality of College Students

In Wushu training, there is a saying "practicing one day's work, not practicing ten days'sky every day". Wushu not only has the function of strengthening the body, but also can make students develop persistent physical exercise habits and cultivate their perseverance and strong will [1]. Sports can make people happier, and learning Wushu can help students develop a positive and optimistic attitude towards life. Students need to practice Wushu with other students, and familiarize themselves with the routine through actual combat [2]. Accumulating experience, this form of confrontation can help students better overcome their cowardly psychology and dare to challenge when they encounter difficulties [3]. In addition, the martial arts culture also vigorously promotes the spirit of traditional culture such as re-emphasizing and respecting teachers, which is of great significance for college students to establish a correct outlook on life and values. Therefore, the integration of traditional martial arts culture in college physical education can cultivate the strong will quality of college students [4].

1.2 Enhancing the Physical Quality of College Students

Traditional Chinese Wushu emphasizes the integration of internal and external, both physical and spiritual. When practicing Wushu, we should not only master external Wushu movements and routine skills, but also pay attention to the application of internal spirit, Qi and spirit. Traditional Wushu is rich in content and has many routines. Different routines have different training methods, such as kicking, wrestling, falling and jumping. Student's practice of Wushu can promote their speed and endurance, improve their physical coordination and agility, and ultimately improve their physical quality. In addition, traditional martial arts has an inseparable relationship with health care.

The “five-fowl drama” invented by Hua Tuo was originally designed to strengthen the body. Therefore, learning martial arts can improve the circulation of the human body, promote metabolism, and further enhance the physical fitness of students.

1.3 Improving Students' Social Adaptation Ability

Social adaptability is an important part of College Students' comprehensive quality; the process of practicing martial arts is very long, and students will inevitably encounter many setbacks and difficulties in the course of practice. Only by adjusting and controlling these setbacks and difficulties according to the actual situation, can we persist in this movement. In this process, students' self-regulation and self-control ability will be continuously improved, which is the only way to improve students' social adaptability. In addition, when practicing martial arts, it is necessary to communicate, cooperate, confront, and learn from others, so that students' communication skills and organizational skills are also exercised, which can make them better adapt to the social environment.

2. Problems in the Development and Inheritance of Traditional Wushu in College Physical Education

Although the society has reached a general consensus on the significance of traditional Wushu to physical education in Colleges and universities, there are still many problems in the actual teaching process, as follows:

2.1 The problem of emphasizing skills over culture exists in Wushu teaching in Colleges and Universities

Traditional Wushu culture contains not only various schools, routines and techniques of Wushu, but also rich cultural connotations after thousands of years of inheritance and development. In addition to mastering skills, learning Wushu is more important to inherit the cultural ideas contained therein. For example, the study of the founder of Taijiquan, Zhang Sanfeng and the history of the development of Taijiquan can feel the perfect integration of Taoist dialectical thought and Confucian doctrine of the mean in Taijiquan. The spiritual core of Taijiquan emphasizes flexibility and rigidity. Not only can you keep fit, but you can also cultivate yourself. However, in the actual teaching process, the teacher taught the students basic martial arts movements, skills, confrontation strategies, etc., and there is very little content related to martial arts culture. Students can not understand the national integrity and moral spirit contained in martial arts, and they will lose the foundation of martial arts existence, leading to martial arts as a tool and losing the meaning of cultural inheritance.

2.2 Wushu Teachers' Professional Qualities need to be Promoted

The expansion of university enrollment leads to the serious shortage of human resources of University teachers, and professional martial arts teachers are even scarce. Most of the P.E. teachers in Colleges and universities in China graduate from P.E. colleges and universities, and their theoretical knowledge is very solid. However, little is known about the knowledge of traditional Wushu culture. It can only teach students basic skills and movements, and seldom involves the explanation of Wushu culture. In fact, the basic reason why the overall level of professional accomplishment of Wushu teachers in Colleges and universities is low is that the spread scope of traditional Wushu is narrow. With the continuous influx of various foreign thoughts, the propaganda of traditional Wushu culture in China is becoming less and less. The introduction of some western sports activities into China has enriched people's sports forms, but it will also have a strong impact on the spread of traditional Wushu, leading to the gradual decline of traditional Wushu. Although there are some martial arts groups and informal organizations in the folk, the distribution is scattered, the scope of influence is small, and the communication methods are mostly one-on-one teachings by apprenticeship. Those who are proficient in martial arts skills may not meet the hard standards of college teachers, and college physical education teachers. Also do not know enough

about martial arts knowledge. In addition, many physical education teachers themselves accept the teaching content of modern competitive martial arts. They have little understanding of traditional martial arts teaching modes and teaching methods, which leads to the method of martial arts teaching in colleges and universities being too old. It is often demonstrated and explained by teachers. Students who practice their own exercises often make students feel bored and lose interest and enthusiasm for learning martial arts.

2.3 Lack of unified standards of teaching curriculum system

After thousands of years of development, Chinese traditional Wushu has developed into a variety of schools, involving many systems. Although there may be some similarities among different schools of Wushu, different schools not only reflect strong regional characteristics, but also the characteristics of different systems are different. The martial arts industry is known as "there is no first in literature, no second in Wu". Therefore, some martial arts inheritors still have a narrow geographical view and refuse to communicate and learn from other martial arts schools. Gubu self-proclaimed that his martial arts genre is the best, so the government cultural department organized official martial arts exchange activities also have certain practical difficulties. The decentralization of various regional sects leads to the lack of a unified and perfect martial arts curriculum system standard in China. In the actual teaching process, teachers do not have the ability to develop martial arts school-based curriculum. These factors will directly affect the teaching effect of traditional martial arts.

3. Strategies of Integrating Traditional Wushu Culture into College Physical Education

In view of the problems existing in the traditional Wushu teaching in college physical education, it is suggested that the following aspects should be improved:

3.1 Attaching Importance to the Inheritance of Traditional Wushu Culture Conceptually

College teaching managers should pay full attention to the infiltration of traditional Wushu culture, and consciously integrate traditional Wushu culture into the teaching of physical education so that students can appreciate more cultural connotations while understanding Wushu skills. For example, when explaining the relevant knowledge of Taijiquan, teachers can use multimedia courseware to show students the scenes of Zhang Sanfeng practicing Taijiquan using leaves, water tanks and tumblers in the movie "Taijizhang Sanfeng", although the film art has a certain legendary color. From plot to picture presentation, there are certain artistic treatment, but it can still make students feel the cultural connotation of Taijiquan, which contains the philosophical thought of treating objective things with flexibility, moderation and dialectics. This kind of thinking is precisely the way of Chinese life; and the purpose of martial arts is not to actively attack others, but to not shrink and not timid when attacked, so that students can better understand the martial arts spirit. And the teacher can also briefly introduce Zhang Sanfeng's experience, emphasizing his important contribution in the promotion of traditional martial arts, and showing the moral spirit, historical responsibility and national integrity reflected in the party branch of the students. In addition, colleges and universities can also establish a traditional martial arts culture research group in the school, mainly to explore, organize and study the relevant traditional martial arts culture knowledge. And integrate this knowledge into specific courses to enrich students' knowledge of traditional martial arts and deepen their understanding of traditional martial arts.

3.2 Establishing a Complete Teaching System of Wushu Course

Firstly, in setting up the course content, the basic and clear characteristics of attack and defense are the main technical movements of Wushu. Careful selection of Wushu technical movements, reduce the number of movements, improve the quality of movements, optimize the creation of Wushu routines, to ensure that the teaching content of "less and more refined". The Wushu technical movements with clear attack and defense intentions and clear routines are not only more practical, but also students can better understand the principles of techniques and master the technical

essentials. Secondly, it emphasizes the "concentration of ideas" in Wushu learning. Wushu movement training requires higher requirements for breathing and body relaxation. Rational use of breathing and body control can optimize students' mental and psychological state. And the offensive and defensive techniques of combining rigidity with softness and avoiding reality and striking deficiency can make students more deeply understand the spiritual connotation of Yin-Yang balance and the transformation between deficiency and reality. Thirdly, in terms of teaching details and means, we should strengthen students' learning and mastery of basic techniques. Traditional martial arts have many routines and a wide range of genres. In the actual teaching process, the requirements for martial arts movement specifications can be appropriately reduced, and the basic action power and breathing methods can be strengthened to make students realize the practicality of martial arts. In order to gain more understanding of the principles and laws of martial arts techniques, we can gain more practical knowledge of martial arts. Finally, the teaching time setting of traditional martial arts courses in colleges and universities is as concentrated, continuous and continuous as possible, and the regional characteristics are emphasized. It is not only possible to carry out traditional martial arts teaching in the first and second grades of universities, and the martial arts courses are not carried out in the third and fourth grades in order to save teaching resources. Martial arts training is a long-term and continuous process. Only by consistently carrying out teaching can students continue to train and can better guarantee the teaching effect.

3.3 Improving the Professional Quality of Wushu of Physical Education Teachers

On the one hand, schools should provide more opportunities for physical education teachers to learn Wushu knowledge, arrange physical education teachers to study traditional Wushu culture on holidays, broaden teachers' knowledge, and deepen teachers' understanding of Wushu culture. So that sports teachers have more opportunities to contact with traditional Wushu, expand the scope of influence of Wushu. On the other hand, teachers themselves should organize teachers to visit the birthplaces of Wushu such as Shaolin Temple and Wudang, and go to various Wushu schools to "learn classics", so as to feel the charm of traditional Chinese Wushu culture more intuitively. We can also invite experts from traditional Wushu industry to give lectures, organize various scale Wushu exchange activities inside and outside the school, constantly strengthen professional knowledge, and use their spare time to learn traditional Wushu culture. Access relevant materials from various channels such as the Internet and libraries, accurately master the essentials of martial arts, and conduct words and deeds to students. In addition, the school can also absorb and invite professional martial arts skills to the school according to their actual conditions, such as lowering academic requirements, foreign language level and computer level, and reducing the threshold for martial arts talents to enter colleges and universities. In order to solve the problem of shortage of resources for traditional martial arts teachers, or to invite senior martial arts experts to the school to exchange schools and experience, not only can create a good martial arts culture atmosphere in the school, but also improve the professional skills of the teachers in the school.

4. Conclusion

In short, traditional Wushu has a long history and profound cultural connotations. The introduction of traditional Wushu teaching in college physical education can not only enrich the diversity of sports, but also promote the traditional Wushu culture among students. Therefore, in the specific practice of traditional martial arts teaching, traditional martial arts teaching teachers in colleges and universities should constantly improve their martial arts teaching quality and promote the promotion of traditional martial arts teaching and traditional martial arts culture.

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