

Assessment Criteria and Implementation Method of Taijiquan Course in High Vocational Colleges

Min LI*

Student Affairs Office, Shandong Vocational College of Light Industry, Shandong Zibo 255300, China

376824630@qq.com

Abstract. By analyzing and discussing the current assessment methods of Taijiquan course in High Vocational colleges, this paper further puts forward the idea of innovating the assessment criteria and methods of Taijiquan course. By optimizing the examination module and the assessment methods, students can be promoted to study through examinations, improve their participation in class, stimulate their interest in practicing Taijiquan, and further promoting the Promotion of Taijiquan in College Campus.

Keywords: Taijiquan, Assessment Criteria, Assessment Method

I. Introduction

Taijiquan is one of the excellent national traditional cultures in China and one of the treasures of Chinese Wushu. It has rich connotation, broad and profound, and has a long history.^[1] Taijiquan is rich in content, diverse in form, unique in style, slow and gentle in movement and wide in adaptability. It has the functions of improving health, enhancing physical fitness, defending against enemies and so on. Not limited by venue, age, equipment, etc., it has a strong promoting effect on the physical fitness, flexibility, balance and leg strength of the practitioners, and is one of the most popular fitness projects.

The general characteristics of most high vocational collegestudents are: poor self-management awareness, poor self-learning awareness, bad learning habits, poor living habits, poor self-discipline, resulting in low academic performance. For most of the students come from the countryside, they have poor basic education conditions, fewer interests and hobbies, insufficient self-confidence and even inferiority complex.

Through the practice of Taijiquan, we can not only strengthen the muscles and bones, enhance the physical quality of students, but also stimulate their patriotism and the national spirit of self-improvement. At the same time, we can cultivate their self-cultivation, cultivate their sentiments, improve their self-control ability and psychological quality, and enrich the campus cultural life of college students.

II. The Present Situation of Taijiquan Course in High Vocational Schools

As an elective course in high vocational schools, the content of Taijiquan course mainly includes 24-style Taijiquan, which is very popular with students, but there are also various problems in the teaching process. For example: students' learning enthusiasm is not high, students' subjective initiative is not fully developed, the classroom teaching atmosphere is not active enough, the final exam rush coping and so on.^[2] Course assessment is an important part of the teaching process. The traditional assessment is mainly at the end of the semester. Teachers organize the final examination, which is conducted by students in groups. Teachers make subjective judgments and get results according to the situation of students' exercises.

The orientation of assessment criteria affects students' learning enthusiasm and teaching effect. How to formulate scientific and reasonable assessment criteria and implementation methods, attract students' attention to the classroom, improve students' participation in classroom teaching, improve students' classroom learning effect, and students' participation in Taijiquan Exercises in after-school time is conducive to promoting the promotion of Taijiquan in campus and further developing Chinese traditional culture.^[3]

III. Existing Problems in Traditional Assessment Criteria and Implementation Methods

A. Objective Problems

a. Taijiquan is usually taught outdoors, and the traditional examination is executed usually at the end of the term in June or January. The examination conditions, such as the hot or cold weather, windy weather and so on, will affect the performance of the examination results.

b. The assessment criteria are not detailed enough, the assessment content is single, the appraisers are single, and the perceptual judgment is dominant.

B. Subjective Issues

a. As for teachers, each teacher's grasp of the assessment criteria is inconsistent, different classes and different

teacher ratings, the ultimate difference is relatively large.

b. As for students, they have little knowledge of Taijiquan, especially the lack of theoretical knowledge. Some students choose this course with curiosity. In classroom teaching, once curiosity disappears, learning attitudes such as fatigue and coping emerge, even conflict. There is no continuity of learning effect. In order to complete the credits and participate in learning and practice, most students have a serious phenomenon of temporary exercises before the examination. After the examination, few students continue to practice Taijiquan. ^[4]

C. Innovating the Examination Method of Taijiquan Course

a. Assessment content should be more abundant

Table 1 Examination Contents

content	Proportion
Theory	10%
Physical fitness test: 50 meters, 800 meters (girls), 1000 meters (boys), sit-ups (girls), pull-ups (boys), sit-ups forward bending, standing long jump	10%
Attendance	10%
Classroom Performance: Learning Attitude, Mutual Help and Mutual Learning	10%
Stage examination	30%
Final examination	30%
Innovation ability	Bonus points

b. Unify the organization of final examinations

At the end of the semester, all Taijiquan elective classes will have a unified examination, separate teaching from examination, avoid unfair examinations caused by human factors, and evaluate students' drilling level more objectively.

c. The coexistence of multiple examinations

Stage assessment and classroom performance assessment can be accomplished by students' self-assessment, students' mutual assessment and teachers' assessment, and students' performance can be finally determined. In classroom teaching, students are divided into several study groups according to their actual situation. Group mutual evaluation is the main assessment method of stage assessment and classroom performance.

d. Pay attention to process assessment

Stage assessment can better reflect students' learning attitude and level, pay attention to stage assessment, in order to promote learning. The whole set of movements is divided into four groups, 18 teaching weeks, divided into four teaching periods, each of four to five weeks. After learning the first group of actions, you can review and be assessed; after learning the second group of actions, review and assess the first and second groups of actions; after learning the third group of actions, review and assess the first, second and third groups of actions; after learning the fourth group, review and assess the whole set of actions.

e. Focus on the Cultivation of Innovative Ability

At the end of the semester, students are encouraged to make up a set of routines according to what they have learned, which can be included in their scores as bonus modules.

D. Further refinement of assessment criteria

a. The routine movements of Taijiquan are subdivided, and the scores are evaluated according to the difficulty and quality of the movements. Finally, the scores are accumulated.

Table 2 Standard Scoring of Difficulty in Action

Names of Taijiquan Movements	Score (each action)
Qishi, Shoushi	1
Shouhuipipa, Zuoyoudaojuan hong, Gaotanma, Shuangfengguan er, Haidizhen, Shanton gbi, Rufengsi bi, Shizishou	2
Yemafenzong, Zuoyoulouxiaobu, Baiheliangchi, Zuolanquewei, Youlanquewei, Zuoyouchuansuo	3
Danbian, Yunshou, 03 Youdengjiao, Zhuanshen zuodengjiao, Zuoxiashiduli, Youxiashiduli, Zhuanshen ban lanchui	4

Table 3 Quality Standard Scoring for Action Completion

Assessment standard	Points deduction standard
Action specification	No deduction
The bowstep, horse step and other movements are not in place.	0.2
Misdirection of action	0.5
Forgetting, action pause	1
Omission	Deduction of all score

b. At the end of the semester, each student will write a paper according to his own situation and the knowledge he has learned. Improve students' understanding of Chinese traditional culture, cultivate students' love for the motherland, bear hardships and stand hard work and other excellent qualities, at the same time, cultivate students' lifelong sports awareness and develop good habits of exercising.

Table 4 Criteria for theoretical grading

Content	requirement	grading standard
Writing papers	1. Topics can be drawn up by oneself. 2. the contents of this thesis are related to: what I learned in Taijiquan class in one semester; on the basis of my health condition, I talked about Taijiquan Exercises' understanding of promoting college students' physical and mental health and how I would carry out Taijiquan Exercises; and ponder over the help of Taijiquan Exercises for learning, life and future career. 3. Paper writing should embody personal real thoughts, feelings and viewpoints, and should not present empty and tedious theories and extract network achievements. 4. The main body of the paper is not less than 800 words, and there are no less than two letters written by hand. Add the cover to mark the thesis title, term, department class, student number, name and teacher.	1. Excellent A: The viewpoint is correct and clear. It can reflect personal real thoughts, feelings and viewpoints. 2. Good B: Correct point of view, clear discussion, basic reflection of personal true ideas, feelings, views. 3. Pass C: The point of view is basically correct, the discussion is confused, and seldom reflects the real idea of the individual. 4. Failed D: Students who can't hand in or copy on time: score 0, plus 10.

c. Attendance is an important way to train students to abide by the rules and regulations. At the same time, the assessment of students' learning enthusiasm and self-discipline is an important assessment content in the teaching process.

Table 5 Attendance Score Standard

Attendance	Score	Remarks
Late and early retirement	Deduct 1 points / times	Deducting points without guaranteeing the bottom
Truancy	Deduct 3 points	
Sick leave	No deduction	
Full attendance	A full score of 10 points	

d. Classroom performance is a combination of learning group members' scores and teachers' scores, aiming at cultivating students' mutual help and learning, civilized etiquette and so on. It is an important assessment content reflecting students' learning attitude.

Table 6 Classroom Performance Scoring Criteria

Evaluation content	Performance	Score	Remarks
Learning attitude	Positive attitude	4	Deducting points without guaranteeing the bottom line, group review
	Good attitude	3	
	General attitude	2	
	Poor attitude	1	
Mutual aid and mutual learning	Positive attitude	3	
	Good attitude	2	
	General attitude	1	
	Poor attitude	0	
Manners for others	Be polite to others	3	
	Good manners	2	
	Treat others in general	1	
	Poor etiquette	0	

e. Physical fitness test evaluation criteria

Physical fitness test is an effective way to promote students to participate in extracurricular physical exercise, stimulate students'enthusiasm for extracurricular exercise, understand students' physical condition, and find and cultivate sports talents. The results of physical fitness test refer to the National Standards for Students'Physical Health.

Conclusion

Through the innovation of the assessment criteria and implementation methods of Taijiquan, we can improve the students'main position in the classroom, effectively stimulate students' learning enthusiasm, promote learning by examinations, improve learning effect, and further improve the level of Taijiquan classroom teaching. The cultivation of students'awareness of lifelong exercise can promote the promotion of Taijiquan in University campuses.

References

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