

Value Research and Reform Strategy of Wushu Teaching in Colleges and Universities under the New Situation

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Abstract: With the renewal of educational ideas, there are many problems to be solved in the development of Wushu teaching in colleges and universities. Wushu, as a part of China traditional culture, inherits profound historical and cultural heritage and has unique value of strengthening the body. However, there are still many shortcomings in the curriculum and teaching methods of Wushu teaching in colleges and universities, which cannot meet the needs of modern education and students' diverse interests. Therefore, by analyzing the value of Wushu teaching in colleges and universities under the new situation, this paper studies the reform strategy of Wushu teaching in colleges and universities under the new situation.

Keywords: New situation; Wushu teaching in colleges and universities; Value research; Reform strategy

Under the background of the new era, the society's demand for talents is increasingly diversified, and the functions and objectives of higher education are also being updated. As a part of China's traditional culture, Wushu not only plays a role in strengthening the body, but also plays a role in cultivating students' moral cultivation and team consciousness. With the changes of the times, there are many challenges in Wushu teaching in colleges and universities, which requires a good study of the value of Wushu teaching in colleges and universities and puts forward effective reform strategies.

1. The value of Wushu teaching in colleges and universities under the new situation

With the acceleration of social rhythm and the development of electronic technology, the lifestyle of modern college students is gradually becoming static and screen-oriented. Under this background, Wushu, as a unique way of physical exercise, can improve students' physical fitness, and can also help students adjust their psychological state through the training mode of combining static and dynamic, internal and external training. Wushu pays attention to the flexibility of limbs and the balance of strength. With long-term training, students' cardiopulmonary function and metabolism can be enhanced. So as to achieve the purpose of strengthening the body. At the same time, Wushu emphasizes the coordination of the whole body, which can improve students' sense of balance and prevent the common spinal problems caused by sitting for a long time in modern times. Moreover, fighting and self-defense skills in Wushu also provide students with the ability to cope with emergencies. More importantly, Wushu, as a form of internal and external training, needs to pay attention to physical training, and also emphasizes the balance between breathing and mentality, which has a positive effect on relieving students' academic pressure. Therefore, under the new situation, Wushu teaching in colleges and universities should pay attention to the comprehensive care of their physical and mental health ^[1].

As the essence of China's traditional culture, Wushu embodies rich historical connotations. Cultural diversity and identity crisis coexist under the background of accelerating globalization. How to make the younger generation maintain their identity with their own national culture while being exposed to multiculturalism is a topic in the current education field. As one of the symbols of the Chinese nation, Wushu embodies the wisdom formed by the people of China in the long-term historical development. Combining with Wushu teaching, students can learn skills. They can better understand the traditional philosophical thoughts of Confucianism and Taoism, and realize the concepts of "combining rigidity with softness" and "harmony between man and nature", which have an impact on shaping their values. At the same time, Wushu teaching will also help strengthen students' pride in China's traditional culture, so that they can maintain their cultural confidence in the global cultural exchange and collision. By learning Wushu to inherit and carry forward their excellent culture, they can also pass this culture on to the international community and become the disseminator of

Chinese culture.

2. Under the new situation, the reform strategy of Wushu teaching in colleges and universities

2.1 Change the teaching concept, reasonable curriculum

The new teaching concept should focus on student-centered, pay attention to students' personality development, and emphasize that Wushu teaching is not only the teaching of techniques, but also how to stimulate students' interest in learning and enhance students' initiative in the teaching process instead of simply letting students repeat their actions in passive technique training. Wushu teaching should also be combined with modern educational concepts, emphasizing the cultivation of students' creativity in practice. Wushu is a physical training course. It carries rich cultural connotations. Students can get physical exercise by using Wushu teaching, and they can also use the cultural background and philosophical thoughts of learning traditional Wushu to improve their own cultural literacy. Therefore, the core of changing the teaching concept is to expand from skill training to the development of students' various qualities, so that Wushu teaching can truly become a part of students' comprehensive quality training ^[2]. At the same time, it should be noted that under the new situation, the curriculum should be more diversified to meet the development needs of different students. The content of the curriculum can no longer be limited to the traditional routine teaching, and it is necessary to pay attention to the diversified design according to different teaching objectives and students' characteristics. For example, the basic martial arts curriculum can continue to retain the content of technical training and physical exercise to help students master a certain martial arts foundation. At the same time, some modern sports forms related to Wushu, such as Sanda and fighting, are introduced to provide students with more choices and experiences. The curriculum can also be combined with modern science and technology, and multimedia emerging technologies can be used to assist teaching, so as to improve the interactivity of teaching and enhance students' learning experience.

2.2 Enrich the teaching content

The richness of teaching content is reflected in the expansion of techniques, which requires the combination of martial arts culture, martial arts theory and related content in line with modern society. This kind of teaching content, which only focuses on body movements, cannot stimulate students' interest in learning martial arts. In order to enrich the content of martial arts teaching, we should strengthen the teaching of martial arts culture and theory so that students can fully understand the development history and genre characteristics of martial arts and learn these cultural backgrounds. Students can understand the origin and significance of martial arts movements, and they can also improve their moral cultivation through traditional cultural values such as "etiquette" and "patience". This rich teaching content from the cultural and theoretical levels makes martial arts no longer limited to physical training, but a comprehensive education method that integrates body and mind. At the same time, it also requires that modern fitness theory and physical training method elements be appropriately introduced into the teaching content of martial arts. Help students master modern sports science knowledge while learning martial arts, such as combining strength training and endurance training to design a physical fitness improvement scheme suitable for college students, which complements the learning of martial arts techniques and further enriches the hierarchy of teaching content ^[3].

2.3 Improve teaching evaluation

Evaluate students' learning achievements from multiple dimensions, break the limitation of traditional evaluation system that pays too much attention to skill testing, and a perfect teaching evaluation system should comprehensively consider students' performance in physical fitness, cultural understanding and moral quality, so technical evaluation is required to be part of teaching evaluation, but it should not be limited to the control of routine accuracy and strength, and pay attention to the improvement of students' flexibility and comprehensive quality in actual combat confrontation. Evaluation needs to be properly integrated into the mastery of martial arts culture and theoretical knowledge. As a part of China traditional culture, the philosophical thinking and historical background behind martial arts are very important for students' understanding. Therefore, teaching evaluation can test students' understanding of the connotation of martial arts culture through oral reports and paper writing, so as to avoid martial arts learning only staying at the superficial level. Finally, it is required that martial arts teaching should pay attention to students' spiritual growth. Martial arts emphasizes etiquette, patience, self-discipline, respect for opponents and other spiritual qualities, which can also be used to evaluate students' learning attitude through non-technical performances such as daily classroom performance and teamwork ability. Combining these diversified evaluation dimensions, teaching evaluation can comprehensively reflect students' comprehensive development in martial arts learning ^[4]. In addition, to improve the teaching evaluation system, it is required

to innovate in evaluation methods and break the single teacher evaluation model in the past. Under the new situation, teaching evaluation can be combined with the participation of various subjects to enhance the objectivity of evaluation. Students' self-evaluation and peer evaluation are important means to innovate teaching evaluation methods. Through self-evaluation, students can have a clearer understanding of their progress and shortcomings in the learning process and cultivate self-reflection. Through peer evaluation, Students can find the gap between themselves and others in comparison, and get suggestions for improvement from others' feedback. At the same time, they can guide students to learn how to evaluate others' performance with a fair and objective attitude in the process of mutual evaluation, so as to promote students' deep understanding of martial arts learning in the evaluation process, and pay attention to involving external experts, actively invite experts, coaches or related practitioners in the field of martial arts to participate in the final test and exhibition activities, and make a more comprehensive evaluation of students' performance through their professional vision and experience [5].

3. Conclusion

Under the new situation, the reform of Wushu teaching in colleges and universities needs to inherit traditional culture, respond positively to modern educational ideas, pay attention to the study of Wushu teaching value, and clarify its role in cultivating students' physical and mental quality and enhancing cultural self-confidence. At the same time, combined with the implementation of reform strategies, it will inject new vitality into Wushu teaching and stimulate students' interest in learning. Colleges and universities should pay attention to continuing to explore innovative paths of Wushu teaching and integrate them into a wider education system, so as to cultivate outstanding talents with all-round development.

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