

## Research on the Teaching Reform of University Public Sports Wushu Course under the Background of "Internet +"

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### Abstract

Due to the impact of traditional educational ideas and resource supply, through the "documentation method" research found that most college martial arts teaching generally has traditional teaching models that cannot meet the needs of students. The teaching content is still old-fashioned and the methods are traditional. Problems such as interest, lack of resources, lack of confidence in teachers' teaching, insufficient campus sports atmosphere, and weak students' traditional cultural concepts have seriously affected the effects of martial arts teaching and the development of traditional Chinese martial arts culture. Give full play to the role of the Internet to promote college martial arts teaching towards the correct Orientation reform. The Internet allows students to turn objects into subjects, provides teaching resources for teachers, and establishes a broad platform for martial arts. Under the background of "Internet +", the strategy of university martial arts teaching reform is proposed: establish a professional martial arts teaching resource bank, establish a communication platform for martial arts teachers across the country, and establish a student feedback evaluation mechanism. Create conditions for deepening the reform of university martial arts teaching and improving the quality of martial arts teaching.

### Keywords

Internet, martial arts teaching, college physical education, reform.

### 1. Introduction

As our society enters the information age, bits and pieces of human social life are quietly changing under the radiation of the Internet. Modern society is undergoing a comprehensive transformation to the "Internet +" era. All major traditional industries in my country are driven by the Internet. Flourish. Since Premier Li Keqiang proposed the "Internet +" strategy at the National People's Congress in 2015, the major Internet companies that have been successful have also provided valuable experience and history in reform and development in China's economy, education and other major fields. The past university martial arts teaching model can no longer meet the diverse needs of modern college students. Therefore, the martial arts field should make good use of policies and opportunities to combine "Internet +" with university martial arts teaching, and build an online collaboration with professionals in the information industry. Exchange learning platforms, improve teaching conditions, provide students with more and richer martial arts learning resources, and promote the inheritance of Chinese traditional martial arts culture.

## 2. Deficiencies in Traditional Martial Arts Teaching

### 2.1. The Traditional Teaching Model is Difficult to Adapt to the Needs of Students

One is that the project selection system has caused students to flock to popular sports. Nowadays, most colleges and universities implement an elective system for physical education. Students can choose one of them to study according to their athletic ability, hobbies or fashion trends, and after making a choice, in the next semester or a whole year They can only learn theoretical knowledge and practical skills related to the project. There are also martial arts in sports, or national martial arts, but it is only an option in the form of decorations. Students have chosen mainstream sports such as basketball, football, badminton, and table tennis, but few people choose martial arts. For those students who choose martial arts, in the process of practical teaching, students are the ultimate recipients of knowledge. Teachers must first understand the students' psychological needs, and then formulate appropriate martial arts teaching content and methods according to their needs. Modern transportation is convenient and developed. Most of the students come from all over the country or even abroad. The living environment, learning environment and their own conditions are uneven, which also causes the students' needs for martial arts teaching to be very different, and most of the teaching content they care about is also their own interest. of. Some scholars have investigated the current situation of martial arts courses in universities in South China and found that more than half of the students know and understand traditional Chinese martial arts culture from classic martial arts novels and film and television works[1], while about 80% of the students abroad International students learn about Chinese martial arts through modern celebrity movies. After the strong packaging and rendering of martial arts novels and film and television works, most of the martial arts masters presented in front of people are the heroic images of martial arts, a perfect combination of skills and wisdom, and under the influence of the students, High enthusiasm for martial arts, high expectations for martial arts courses, but reality is always far from ideal. There are not many full-time martial arts teachers in colleges and universities across the country. There are many colleges and universities where martial arts courses are held part-time by teachers in other physical education programs. Compared with professional martial arts teachers, they lack professionalism to a certain extent and cannot achieve high standards of teaching. They need to be improved. The level of teacher professionalism and the strengthening of pre-job training. As a result, students who choose martial arts treat physical education courses negatively and avoid martial arts in the next choice, forming a vicious circle of fewer and fewer people. In other words, the elective system of college physical education gives students the right to choose independently, but at the same time it also limits the extent to which martial arts, the carrier of Chinese traditional culture, can be promoted. The country attaches great importance to martial arts education in primary and secondary schools, and in September 2010 decided to promote martial arts aerobics across the country, that is, through collective exercises of martial arts aerobics in the large inter-class sports activities of primary and secondary schools, to promote the traditional Chinese culture, The purpose of improving the physical and mental health of students. However, in the university campus at the final stage of the student's career, if students lose the opportunity to continue learning martial arts, it will not be conducive to the habit of training students to exercise their body and mind through martial arts, and is not conducive to the inheritance and promotion of martial arts culture.

The second is that most classrooms today are still teacher-centered. In the past martial arts teaching model, the teacher was the center, and the classroom showed the characteristics of "passive" and "indoctrination", and students became the role of accepting tasks and passive learning. There was a lack of effective communication and interaction between teachers and students. Even if there is a problem, it is difficult to raise questions, and the students' initiative

in learning is low. Under such a teaching model, martial arts teachers always stand at a high place to design, organize and implement teaching, while students who should be the main body of the classroom do not have the right to design teaching, which has become neglected in the entire practical curriculum. The "receiving object". Students learn as teachers teach, students learn as teachers teach, and students learn as much as teachers teach. In recent years, colleges and universities are mainly post-90s and post-00s. "Individuality and trend" are synonymous with this generation. They have different ideas from others, and will only try their best and try their best. Ways to develop their own preferences, such as various interest clubs and industry associations on university campuses. They are more willing to show their personalities on these platforms and integrate into this process as much as possible to enjoy and develop themselves. This also shows that they will choose projects and learning methods based on their inner needs and sense of belonging, and will resist the "full house" and "crawling" learning methods, and take the attitude of completing tasks as soon as possible to sloppy. Study the course content and deal with the final exam. If the teacher does not accurately grasp the student's personality needs, individual differences and learning progress, the traditional teaching model of "one size fits all" will greatly affect the learning effect of students.

## **2.2. The Teaching Content is Old-fashioned, the Method is Traditional, and the Students are not Interested**

To achieve a good teaching and learning effect in a martial arts teaching, the teaching content and teaching methods must meet the psychological needs of the students, and the teacher must understand the psychological characteristics of the students. Some scholars have conducted in-depth discussions on the martial arts curriculum in our country's schools from the perspectives of textbooks, courses, teachers and students, and found that the content of martial arts courses in our schools is mostly based on conventional textbooks and lacks innovation. Can't afford to teach interest, students can't afford to study enthusiasm, [2] will inevitably lead to unsatisfactory teaching effect, and the current situation is worrying. In reality, in some colleges and universities, to varying degrees, there is a phenomenon that "physical education syllabus, content, methods and methods are not adjusted or updated according to actual conditions for many academic years or even longer." In fact, the Chinese traditional martial arts culture, specific movement routines, and martial arts essentials are all formed through continuous summary, development and innovation. Even if there will be faults in martial arts innovation within a certain period of time, from the perspective of overall development, the Chinese national martial arts culture has always been on a steady upward track. Therefore, according to the actual development of society, it is particularly important to update the martial arts teaching syllabus, content, methods and methods in a timely and appropriate manner. However, adjustment and renewal do not mean to deny or abandon the excellent ingredients in our traditional martial arts culture or the excellent teaching methods accumulated for a long time. These cultural essences not only cannot be abandoned, but should be consolidated and promoted. The continuing education and teaching reform in our country emphasizes that educators should constantly adjust and update incompatible teaching content and teaching methods according to the development of the times and human development. Especially in the context of the revolution of information technology, people's way of life, learning and thinking has been subverted, martial arts classrooms should abandon the passive teaching mode of teachers speaking, students listening, teacher demonstration, and students imitating, and adjust and update teaching methods in time. Methods, let students be full of interest in martial arts learning, otherwise it will be very difficult to improve the quality of teaching. With the advent of the "Internet +" era, the inculcating and passive education model in the past will usher in a revolutionary change, and it will turn to the "Internet +" with rich and diverse curriculum content and personalized use methods based on global informatization. The educational model

promotes the development of Chinese education. This is an unprecedented opportunity for the entire education system in China to use the Internet to reorganize the various components of the education field, and to implement the new education model to every individual student, so that every individual student can actually experience personalized learning. Accept the teacher's teaching in accordance with their aptitude. [3] The reform of university martial arts must pay attention to the real needs of students. The "Internet +" integrated education model has brought about the rise of new teaching models, which will help students master more and more efficient learning methods and methods. It is undoubtedly a once-in-a-lifetime opportunity. [4]

### **2.3. Lack of Resources and Lack of Confidence in Teaching**

Martial arts scholars and practical teaching martial arts teachers are based on the principle of serving the society and the country, hoping that the talents they cultivate can make contributions to the country and society, and can continue to pass on the long-standing Chinese traditional martial arts culture and skills, in actual teaching They are also doing their best to teach their students what they have learned throughout their lives. However, the reality is not always what one wants. Many scholars have found many problems in the investigation and research of the current situation. The situation of martial arts teaching venues is worrisome, and the phenomenon of common use of a venue for various sports events in schools often exists. [5] Another example is the "Investigation of the Status Quo of Wushu Teaching in Colleges and Universities". It is shown that in the process of practical teaching, Wushu teachers in colleges cannot distinguish between mass martial arts and competitive martial arts. The teaching of skills neglects the rendering of the traditional Chinese martial arts culture to the students, and the students regret and escape after choosing the martial arts course. [6] This situation not only exists in colleges and universities, but also in primary and secondary schools. Some scholars pointed out that in elementary and middle schools, martial arts has not become a mandatory project, leaders at all levels are not paying enough attention to it, education funding is quite limited, funding for martial arts teaching facilities is insufficient, and martial arts resources have not been developed as they should. [5] The practice of school physical education has not made good progress in the reform of models and methods. To a large extent, it is due to the deviation of the logical thinking of the reform from the reality. Considering issues from an economic point of view, it mainly analyzes the impact of Chinese traditional sports culture on sports economic and political development. [7] In general, the specific problems are mainly manifested in the following aspects. First, the martial arts teaching curriculum pays too much attention to the teaching of skills, while ignoring the infiltration of traditional Chinese martial arts culture; second, due to insufficient funding, schools lack formal training venues and training equipment, without teaching tools, teachers cannot start teaching; third, martial arts have not been included in the required test items for entering higher education, and society and schools have not paid enough attention; fourth, in actual teaching, most teachers Teaching competitive martial arts ignores the essential purpose of physical fitness. These problems have seriously affected the effective and active development and inheritance of martial arts in colleges and universities. Handling these problems well, continuously improving the quality of teaching, and passing on the Chinese martial arts from generation to generation is the direction of the teacher. Related departments of martial arts teaching in colleges and universities should take this opportunity to make full use of the "Internet +" to expand teaching channels, raise education funds, and improve basic teaching facilities to meet the multiple needs of teachers and students.

## **2.4. The Campus Sports Atmosphere is Insufficient, and the Students' Traditional Cultural Concepts are Weak**

The development of Chinese traditional martial arts culture will also be restricted by the lack of sports culture on campus. The sports competitions carried out by most colleges and universities are always basketball and football, including the annual welcome sports competitions, which are basically basketball and football. The sports competitions are single, without innovation, and lack the overall campus sports atmosphere. The organizers did not fully excavate the value of sports by launching competitions in order to complete their tasks, let alone give full play to the function and role of sports competitions in educating people. The development of sports competitions is an important part of school sports. Effectively playing the role of sports competitions can promote the extensive development of school mass sports and improve students' physical health and sports skills. Due to the impact of family planning, most college students in recent generations are only children. Parents are too pampering, forming the students' bad characters such as willfulness, fragility, inability to endure hardship, and unbearable frustration. Parents' outdated concepts and cognitive deviations have resulted in college students' inadequate understanding of my country's excellent traditional culture, and their understanding of martial arts is limited to the wrong thoughts such as "Is it practical? Is it aggressive? Tai Chi is not suitable for young people". Looking at the whole society, for example, foreign Taekwondo is far more attractive to young people than traditional Chinese martial arts. This is the sadness of Chinese traditional martial arts and an important factor restricting the development of Chinese martial arts.

With a pivotal role, students can find a platform for accessing information and subject research on the Internet. The most important thing is that the platform is not limited by time and space, and students can study anytime and anywhere they want. [7] This huge data platform formed by the integration of the Internet and education allows students to quickly acquire the martial arts knowledge they are interested in, freely decide where to learn, and obtain the learning resources they need at any time, which makes students change from "passive" learning to Actively explore and discover martial arts knowledge according to their own interests, which is more conducive to the inheritance of Chinese traditional martial arts culture.

## **3. Feasibility Analysis of the Internet to Promote the Reform of Wushu Classroom**

### **3.1. The Internet Allows Students to Turn Objects into Subjects**

The development of the Internet not only brings technical development to the university martial arts curriculum, but also changes the teacher-centered model in traditional martial arts teaching. It helps teachers grasp the individual needs and differences of students, and is more conducive to ensuring that students always Occupy the main body position in the practical teaching process. In the quality education model of the past few years, the dominant position of students can be mainly reflected in their learning attitudes and ways of acquiring knowledge. Under quality education, teachers pay more attention to the teaching of basic knowledge of students' books and tend to ignore practice. With a pivotal role, students can find a platform for accessing information and subject research on the Internet. The most important thing is that the platform is not limited by time and space, and students can study anytime and anywhere they want. [7] This huge data platform formed by the integration of the Internet and education allows students to quickly acquire the martial arts knowledge they are interested in, freely decide where to learn, and obtain the learning resources they need at any time, which makes students change from "passive" learning to Actively explore and discover martial arts knowledge according to their own interests, which is more conducive to the inheritance of Chinese traditional martial arts culture.

### **3.2. The Internet Provides Teachers with Teaching Resources**

In the "Internet + Education" platform, global teaching resources can be exchanged and shared, including online courses, as well as the latest research results in various fields. Wushu teachers and researchers can easily collect more suitable teaching resources and research results for Practice provides effective guidance. The construction of the big data information platform allows teachers to no longer only prepare lessons through the textbooks specified in the syllabus. Teachers must learn to be good at network resources, obtain teaching resources suitable for students, and use them in practical teaching based on a deep understanding of resources. Thereby improving the quality of teaching. In addition, the online education platform also provides a place for life-long learning for teachers and researchers in the martial arts field. Nowadays, students have obtained massive teaching resources from the Internet. Teachers should strengthen their skills in using the Internet. Therefore, teachers We should make good use of the Internet as a platform, make good use of Internet resources to enrich ourselves, and continuously improve the martial arts teaching mode.

### **3.3. The Internet Establishes a Broad Platform for Martial Arts**

my country's traditional martial arts culture has a strong cultural heritage since ancient times. As a valuable resource in the Chinese traditional cultural system, Chinese traditional martial arts has a long history, flexible moves and complex routines. Nowadays, martial arts teaching in the classroom is mainly through teachers' explanations and demonstrations, students watch and then practice. In this way, the quality of the whole martial arts teaching class depends largely on the professional qualities of the exhibitors, such as whether the skills are accurate, refined, and the style of routines. Whether it is easy to understand and whether traditional martial arts can be taught to students intact, these issues determine the future of traditional Chinese martial arts. The emergence of the "Internet +" platform can be said to give carbon to Chinese traditional martial arts. "Internet + education" is supported by big data, digitizes many martial arts teaching resources and manages them uniformly, so that students who are interested in martial arts can intuitively understand martial arts and taste martial arts culture.

## **4. Reform Measures of Wushu Teaching in Colleges and Universities from the Perspective of the Internet**

### **4.1. Establish a Professional Martial Arts Teaching Resource Database**

In the Internet age, workers in the martial arts field must seize opportunities to actively promote the integration of martial arts teaching and the Internet, continue to improve martial arts teaching models, and promote the reform of martial arts teaching in universities. Many countries in Europe and the United States have established a rich and complete online course resource database, but China is still dominated by micro-course networks, MOOC, etc. Compared with European and American countries, the curriculum resources are far from insufficient. More importantly, the current online course resources mainly exist in fragmented form and are popular in primary and secondary schools everywhere. However, after students are used to this fragmented learning mode, it is difficult for them to have a holistic and coherent understanding of things. Recognition and understanding can hardly guarantee the integrity of culture in the spread. Therefore, experts and scholars in the martial arts field must actively seek cooperation with information technology developers, use modern information technology, based on the syllabus, understand the interests and learning needs of college students through the Internet platform, and continue to collect student interests and syllabus Corresponding teaching content. Effectively integrate and process the materials, images, movements, etc. handed down from traditional Chinese martial arts, and create martial arts teaching resources on this basis, and publish them on the Internet platform for targeted reference by martial arts

teachers and deepen the online course resource platform. The effective use of, on the basis of classroom teaching, completes, decomposes various demonstrations and expands movement techniques through online course resources. Arrange teaching content in time through the Internet, require students to prepare before class, study in class, and review after class to promote the full penetration of the Internet into their learning. Use the Internet resource library to allow students to choose appropriate teaching content according to their interests and their own abilities, protect students' right to choose independently, enhance the interaction between teachers and students, and strive to build innovative classrooms, which will help teachers innovate teaching models according to student needs, improve the effect of university martial arts teaching. At the same time, to build a professional management team for the martial arts online course resource database, it is necessary to standardize the collection of martial arts related information in a unified collection and verification standards to ensure the science and standardization of martial arts online course resources, and conduct multi-angle and comprehensive resources. The data analysis of the position provides a scientific reference for experts and scholars in the martial arts field to make correct decisions.

#### **4.2. Establish a Communication Platform for National Martial Arts Teachers**

Use the Internet as a large platform to attract outstanding professional teachers from all over the country to enrich the martial arts teaching team in colleges and universities, continuously improve the strength of martial arts teachers, and provide a solid guarantee for the reform of martial arts teaching in colleges and universities. The Internet is changing the way of life of human beings. Whether it can have a higher development in the future depends largely on the ability to integrate and use information, or it can be called information literacy, which can be understood as the ability to adapt to the information society, which is mainly reflected in Internet skills and cultural literacy, namely how to search

Collect and organize information and use it reasonably and efficiently. With the arrival of the "Internet +" era, teachers should have high information literacy and actively respond to the changes in teaching models brought about by new opportunities. Establish a martial arts teacher exchange platform to provide a network place for all front-line teachers in the martial arts circle to exchange information, and can effectively supervise the teaching situation of teachers and actively change, thereby effectively improving the overall level of the teaching team. [8]

In this platform, the Ministry of Education shall issue a rigid document requiring all martial arts teachers to register with real names and provide basic personal information. After the first registration, teachers will be instructed on how to use the Internet to collect, integrate, and utilize resources, and regularly evaluate the abilities of martial arts teachers, and Score based on the evaluation results, implement reward and punishment measures, and encourage martial arts teachers to publish teaching videos for others

For reference, and other martial arts teachers can rate the videos, make regular statistical reports, and reward the top-ranked martial arts teachers. The school can also assess the performance salary based on the scores of the martial arts teachers in the online course platform, and the title evaluation is also The score can be included in the assessment items.

#### **4.3. Establish a Feedback and Evaluation Mechanism for Students**

The feedback and evaluation provided by students is also an indispensable content for the continuous reform of university martial arts teaching. It is not only necessary to widely collect their hobbies and needs through the Internet, but also to understand students' opinions, ideas and specific issues in real time, so that they can be targeted. Carry out effective teaching reforms. The Internet can be used to understand the evaluation of the courses and content by college students. Under the trend of the Internet, college martial arts teaching classrooms should be

jointly established by teachers and students. Students must be brave enough to assume the responsibility of evaluation and feedback. The feedback content should be as complete as possible, including the manners of the exhibitor, routines, teaching attitudes, methods and content, This can provide a reference for teachers to improve the problem in a targeted manner. In addition, the direct feedback and evaluation provided by students is conducive to students choosing the classes they are interested in, and it is conducive to enhancing effective communication and interaction between teachers and students. Teachers can continuously improve teaching progress and teaching content through information feedback.

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