

On the Role of Wushu Education in the Physical and Mental Development of Primary and Secondary School Students in Shangqiu City

Jiajia Cheng

Department of Physical Education, Henan Polytechnic University, Jiaozuo, Henan 454002,
China

1007049709@qq.com

Abstract

Chinese martial arts has a long history, a long history, and profoundness. It is a traditional sports event rooted in the blood of the Chinese nation. It is deeply loved by people at home and abroad. As a course, martial arts has entered primary and secondary school campuses. The dissemination of martial arts education on campus has played a certain role in the physical and mental health of primary and middle school students, but some problems have also emerged. In order to make martial arts education better develop, this study randomly selected Shangqiu City Xingzhi Primary School and Middle School Some teachers who are engaged in martial arts teaching and students receiving martial arts teaching use the forms of communication discussion, questionnaire survey, and logical analysis to explore the current strengths and shortcomings of martial arts education in primary and secondary schools in Shangqiu City. It is found that martial arts teaching has played a role in promoting the physical and mental development of students. The main problems currently existing are the lack of students' understanding of martial arts and the lack of equipment and teachers for martial arts teaching.

Keywords

Wushu education; Shangqiu City; primary and middle school students; physical and mental development.

1. Introduction

1.1. Basis for topic selection

China has gone through 5,000 years of history, a vast territory, and a long history of colorful culture. Due to various reasons such as climate and environment, lifestyle, and historical inheritance, different cultural styles have also been formed between regions, leaving behind their own distinctive cultural heritage. The Chinese national tradition also has a clear Chinese traditional martial art with its own cultural characteristics, it is a very representative part of China's culture, and its fighting style is quite different from that of other countries in the world, and it is individually named Chinese Kongfu.

Shangqiu City, an ancient city located in eastern Henan, is the hinterland of the Central Plains in ancient times, named after the capital built by Yin Shang. The literati, the hometown of Kong Meng Laozhuang, is a warrior, and is the hometown of Mulan in the Northern Wei Dynasty. The rich cultural heritage provides a rare fertile soil for the inheritance of many traditional cultures. Relying on such favorable conditions, in recent years, martial arts education has gradually entered the classrooms of primary and secondary school students.

1.2. Purpose and Significance

In order to cope with the lack of physical fitness of children and adolescents, many students can improve the functions of the body after learning martial arts, and cultivate students' physical and mental health and artistic accomplishment through the opening of martial arts teaching in primary and secondary schools, so that students can correctly master the basic knowledge and martial arts skills of martial arts, enhance the ideological understanding of primary and secondary school students, and cultivate their tenacious will quality. In view of this situation, this study intends to randomly select some teachers engaged in martial arts teaching and students who receive martial arts teaching in Xingzhi Primary and Secondary Schools in Shangqiu City, and use exchange discussion, questionnaire survey and logical analysis to explore the advantages and shortcomings of the current martial arts education in primary and secondary schools in Shangqiu City for investigation and analysis, so as to provide information and ideas for the further optimization of martial arts teaching in the future.

2. Literature review

The inheritance of martial arts education has a long history, China's ancient martial arts have many functions such as defeating the enemy, strengthening the body, performing on stage, etc. Ancient martial arts education is mainly based on the transmission of master and apprentice, although there are some phenomena based on blood sex as the inheritance condition, but it does not seriously hinder the development of martial arts, and in the inheritance of martial arts, the inheritance of martial arts, martial arts ideas, etc. is also an important way of cultural succession [1]. Since the reform and opening up, Chinese martial arts have gradually achieved internationalization, since 1987, martial arts has become the official competition of the Sixth National Games, and a wave of martial arts training fever has also arisen throughout the country, and martial arts have gradually departed from the ancient phenomenon of master-apprentice transmission and entered the classroom teaching [2].

Of course, the martial arts that enter the middle school classroom no longer emphasize the role of traditional martial arts in defeating the enemy or performing and selling art, but more importantly, they want to use martial arts to achieve physical fitness[3], as well as ideological education [4], the internal reason is that in our national history, the rise of the shengwu atmosphere is often related to external invasion, and the promotion of martial arts culture is conducive to cultivating students' national spirit [5]。 However, martial arts can be replaced by some sports in terms of physical enhancement and health, and when choosing a sport, not all students are inclined to martial arts. On the other hand, there are few opportunities for martial arts competitions and performances [6]. At the same time, some schools are not perfect in terms of venue equipment, insufficient teachers, and students' understanding of martial arts is not deep enough[7], resulting in the promotion of martial arts in teaching, and there are multiple external and internal resistances.

Henan Shangqiu, a famous cultural city with a long history, has a martial arts style since the Han Dynasty, with a unique martial arts genre of Xiuquan and Xiliangpao[10], and has superior conditions for carrying out martial arts teaching. In recent years, martial arts teaching has also entered the primary and secondary school classrooms. However, according to the investigation and analysis of the specific situation of the martial arts teaching work carried out by The Xingzhi Middle School in Shangqiu City, the results show that the martial arts education carried out by the Xingzhi Middle School is not satisfactory, mainly due to the lack of martial arts teachers who specialize in learning martial arts and have a high technical level, and most of the teachers mainly focus on other sports during their school years The understanding of martial arts education is not deep, the ideological education in martial arts is not high, and it is difficult to directly keep up with the current teaching concept, most students propose that they are willing

to learn martial arts, but they are not interested in the martial arts content taught in the classroom [11].

In view of the reasons for this phenomenon, the focus of this research is on the development status of martial arts education in primary and secondary schools in Shangqiu City, taking primary and secondary school students and martial arts-related teachers as the research object, consulting experts, interviewing relevant practitioners and audiences, questionnaire surveys, data retrieval, and logical analysis to study the multi-faceted impact of martial arts education on the physical and mental health of primary and secondary school students in Shangqiu City. Provide accurate information and ideas for the promotion and improvement of martial arts teaching in the future.

3. Research objects and methods

3.1. Research Subjects

Teachers and students of Shangqiu Xingzhi School.

3.2. Methodology

3.2.1. Documentary Law

In the library, I used the computer to log on to CNKI to consult a large number of materials, checked and searched with the theme words of "martial arts", "martial arts teaching" and "martial arts development", read a lot of books related to the development of martial arts teaching and its existing main problems, and browsed the literature related to martial arts education in Shangqiu City. Then all the data are summarized and analyzed, and the development status of martial arts teaching and its existing problems are preliminarily understood, which provides a solid theoretical foundation and reliable data for the writing of this paper.

3.2.2. Questionnaire Method

In order to achieve a rigorous and comprehensive and practical investigation effect, in Shangqiu City, according to the development of the martial arts curriculum, the primary school junior high school students and related classroom teachers of Xingzhi School were selected as the targets for the questionnaire distribution, went to the corresponding school to communicate with the teachers, and after obtaining consent, the teaching teachers and students who received martial arts teaching were surveyed in the form of filling out or publishing the word version questionnaire in person or On WeChat. A total of 300 questionnaires were distributed to the corresponding groups, and 270 questionnaires were recovered, with a recovery rate of 90%, of which 162 were valid questionnaires, with an effective rate 80%.

3.2.3. Logical analysis

Through the use of analysis methods such as summary, analysis, summary, and comparison, the associations between the data collected in the previous stage are drawn, and accurate conclusions and some recommendations and measures that can be implemented are obtained through reasonable logical analysis.

4. Findings

4.1. Status of martial arts education in primary and secondary schools

4.1.1. Forms of teaching organization

Theoretical Courses: At present, the theoretical courses of martial arts education are conducted in the form of online teaching videos combined with oral descriptions by teachers. However, some teachers reported that they were not actually graduates of martial arts colleges or related

majors in colleges and universities, and the courses taught were also based on online learning, resulting in different teaching quality. At the same time, some students also reflected that the content of martial arts teaching in school was different from the form of "kung fu" in their own impressions, which was boring and tedious, lacked practicality and interest, and they were not interested in this type of course, or even did not listen to the lectures directly to complete other coursework. This study surveyed whether students liked the existing theoretical courses and what they wanted to appear in the courses, and the results were as follows:

Table 1 Students' attitudes towards the teaching of existing martial arts theories

Options	Number	Proportion
like	37	22.84%
Like but not in its existing form	58	35.80%
dislike	67	41.36%

In Table 1, 41.36% of students said that they did not like the theoretical class of the nature of martial arts, they felt that it was boring and boring, lacked practicality and interest, and their interest in this type of course was not high, but 35.80% of the students said that the form of martial arts theory class should be different from the current, on martial arts theory. The number of people who like the class accounts for 22.84%, and the number of people who do not like the martial arts theory course accounts for the highest proportion, which shows that the martial arts course should be mainly based on practical classes.

Table 2 Students' views on the content of martial arts classes

Options	Number	Proportion
Explanation of martial arts culture	13	8.02%
Practical combat teaching	41	25.31%
Films and other works of art	108	66.67%

As can be seen from Table 2, 66.67% of students expect the presentation of movies and other works of art in the classroom of martial arts class, and 25.31% of students expect practical martial arts teaching, 8.02% of students look forward to explaining martial arts culture. It can be seen that in the childhood and adolescence, students' hobbies are ornamental affairs, and they cannot calm down to learn the more theoretical cultural knowledge in Chinese martial arts. Practical Curriculum: Martial arts is taught in the Physical Education Elective Courses within the Xingzhi School. This type of course is often a teacher teaching students a set of routines, or teaching students the basic movements of fighting, so that students can adapt to changes and freely combine the actions they have learned. And compared with the basic fighting action, students prefer to learn the whole set of routines, they think that this way of learning has a certain ornamental and interesting, not boring. As for whether they like martial arts learning with a certain practical nature, the students have different opinions, and about half of the students are in favor of joining the actual combat drills. The results of the questionnaire survey are as follows:

Table 3 Students' preferences for martial arts practice content

Options	Number	Proportion
basic training	30	18.52%
A single practical combat maneuver exercise	57	35.19%

The whole set of routine exercises	75	46.30%
------------------------------------	----	--------

Table 3 is a survey of students' preferences for martial arts practice, and the results show that 18.52% of students like the basic skills of martial arts, and 35.19% of students like practical fighting moves, 46.30% of the students like the practice of the whole set of martial arts routines, which shows that most students prefer the learning of the whole set of martial arts routines, and they think that this learning method has a certain ornamental and interesting, not boring and boring.

Table 4 Students' views on the introduction of practical combat in martial arts courses

Options	Number	Proportion
agree	88	54.32%
oppose	74	45.68%

As can be seen from Table 4, 54.32% of the students agree to introduce actual combat into the martial arts curriculum, the reason for which is first of all that actual combat can improve their technical level and make them have a deeper understanding of martial arts; on the other hand, increasing actual combat will make the whole teaching process more interesting and improve their interest in learning. 45.68% of the students objected to this, because the actual combat has a strong confrontation, which increases the uncertainty, which greatly increases the possibility of students being injured by sports. Therefore, further consideration is needed to introduce practical combat into teaching.

4.1.2. Students' attitude towards the introduction of such courses

Primary and secondary school students have different opinions about martial arts teaching. Summarized in the following categories, one of which is to support the development of martial arts teaching, I think that martial arts teaching is interesting and can learn more than ever. The second is to settle down with the situation, the curriculum arranged by the school will be carefully completed, and such students often pay more attention to the study of academic courses and pay less attention to the content of physical education. There is also a view that primary and secondary school students' physical education class hours are too small, but also often due to the weather, physical education teachers are sick and other reasons are occupied, physical education classes should give students a certain degree of freedom, do not fill in to increase a certain teaching content.

In the survey, it was found that students' understanding of martial arts is different, which may also be one of the important reasons why students have different attitudes towards martial arts teaching.

4.2. The physical impact of martial arts education on primary and secondary school students

4.2.1. Influence on the living habits of primary and secondary school students

Martial arts education has a greater impact on the living habits of primary and secondary school students, because the courses carried out by some schools of martial arts education contain a lot of content with health and daily training nature, resulting in primary and secondary school students often practicing at home in the form of horse steps, standing piles or simple routines after receiving such courses, which obviously changes the undesirable phenomenon of filling spare time with video games, and also reduces

Bad habit of sitting still and not moving. From the questionnaire results, it can be seen that the reason for this change in primary and secondary school production students is mainly cultural and psychological factors, and they think that the martial arts routines they learn are very handsome and can bring satisfaction to their psychology, so they often audit at home.

4.2.2. Effects on the physical fitness of primary and secondary school students

The impact of martial arts education on the physical fitness of primary and secondary school students has not been found to be significant. This may be related to the long cycle of physical fitness improvement, and the martial arts teaching in many schools is related to the theoretical teaching and routine skills. However, it is believed that with the change of living habits, the physical fitness of adolescents will also be indirectly improved. Of course, the current decline in the physical fitness of young people cannot be reversed only through martial arts education, but still needs traditional forms of running, jumping, throwing, climbing and other forms of training, with martial arts teaching as an auxiliary means.

4.3. The impact of martial arts education on the psychological consciousness of primary and secondary school students

4.3.1. Impact on the mental health of primary and secondary school students

The teaching results of martial arts education for existing primary and secondary school students are more in the form of performances, and there are fewer mutual games, confrontations or team battles between competitive sports. Therefore, the psychological impact of martial arts education is more similar to that of general sports, which can make students more optimistic, cheerful and positive. This undoubtedly makes the psychology of primary and secondary school students develop in a healthier direction.

4.3.2. Influence on ideas

In the survey of this study, it was found that the biggest impact of martial arts education on primary and secondary school students is the ideological and conceptual level. Martial arts education makes boys more masculine, which is of great significance for children's future development. At the same time, the teaching related to martial arts contains many film and television drama works, many of which are positive images of martial arts, and their characteristics of loyalty to the country, generosity and chivalry, chivalry and soft intestines have also unconsciously infected primary and secondary school students, making them unconsciously want to emulate, which is also a positive impact on students to establish correct ideological concepts. In addition to film and television drama works, there are also many fascinating stories in the history of the development of many martial arts genres, which are the most attractive to students' attention and the most positive significance for students' ideological education.

5. Conclusions of the study

The martial arts teaching offered by the primary and junior high schools of Shangqiu Xingzhi School has great benefits for students' ideological concepts, and also has a certain beneficial impact on students' living habits and physical fitness. However, martial arts teaching is limited to relatively new forms and insufficient teachers, resulting in slightly boring theoretical teaching content, and students' understanding of martial arts is incomplete and unspecific. The school lacks professional training equipment, and can only open routine exercises without equipment at present. In general, martial arts teaching has made a good start, but further development still requires a multi-faceted improvement of hardware and software.

6. Analysis and discussion

In the past two years, some NPC deputies have said that the phenomenon of "male femininity" in modern society is increasing [12], and enhancing physical fitness and cultivating masculinity has become the top priority. At the same time, some scholars have proposed that both men and women should strengthen exercise and cultivate masculinity, which is the sum of excellent

moral qualities such as tenacity, courage and strategy, optimism, positivity, and self-confidence. Member Zhang Shuhua mentioned in the Global Times that national defense education, martial spirit, and physical exercise are conducive to enhancing the masculinity of young people, and this is the proper meaning of martial arts education.

In short, martial arts teaching needs to be carried out urgently, but it is necessary to pay attention to the way of teaching and the quality of teaching should also be continuously improved, it should be noted that with the continuous development of science and technology, the communication methods of martial arts are diverse and still innovating. The teaching of martial arts has long been different from ancient times, breaking the previous teaching methods, and entering the homes of ordinary people with the help of various media, and truly achieving universal popularization. During the novel coronavirus epidemic, outdoor sports have become a distant thing, but people can use mobile phones, computers and other online learning eight duan jin, five bird play, tai chi and other sports that can be performed at home to achieve the effect of exercise. Therefore, martial arts teaching can also learn this model, actively promote publicity, so that students have a deeper understanding of martial arts, and really have an interest in martial arts that they want to learn, so that they can effectively teach martial arts, popularize martial arts knowledge, and truly play the role of martial arts in strengthening the body.

References

- [1] Zheng Haijuan, Ji Xiaodan A Review of the History of the Transformation of Martial Arts Culture and Education[J]. Wushu Research, 2018, 3(08):19-24.]
- [2] Mei Jiaojiao Research progress on the effects of martial arts training on children's physical health[J]. Martial Arts Research, 2020, 5(09): 54-57
- [3] Xu Man An Analysis of Moral Education in Martial Arts Teaching[J]. Journal of Multimedia and Online Teaching in China (Second Half), 2020(09):139-140
- [4] Liu Tao, Ren Yumei, Feng Qibin A Study on The Cultivation of National Spirit of Junior High School Students in Martial Arts Culture Education[J]. Stylistics and Technology, 2020(21): 1-2
- [5] Sun Xiao, Mi Xionghui The development dilemma and breakthrough of the martial arts industry[J]. Chinese Martial Arts, 2021(02): 76-80
- [6] Li Chunqiao, Chang Yi Research on the Practical Dilemma and Optimization Path of Wushu Sports entering Schools in China[J]. Wushu Research, 2021, 6(02): 64-66
- [7] Xu Licheng SWOT analysis of virtual reality technology combined with college sports[J]. Stylistics and Technology, 2021(04): 140-142
- [8] Ma Chenjun, Tang Weidong, Gao Liang The martial arts teaching model of the Central Guoshuguan and its enlightenment[J]. Physical Education Studies: 1-13
- [9] GUO Kai. Study on Shangqiu Martial Arts Culture[D]. Henan University, 2014
- [10] Wu Yongbo Investigation and analysis of the current situation of martial arts teaching in shangqiu middle school[J]. Wushu Research, 2019, 4(04): 85-87
- [11] Wang Qin, Guo Wei Research on martial arts communication strategies in new media environment[J]. Wushu Research, 2021, 6(03): 12-14
- [12] ZHANG Shuhua. How to enhance adolescent masculinity [N]. Global Times, 2021-03-09(014).