

A Study on the Motivation of Martial Art Curriculum Participation and Its Stimulating Strategies

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Abstract: From the current development of college students' martial arts teaching activities, it is found that college students have insufficient enthusiasm and initiative to participate in the martial arts curriculum. In addition to their own psychological characteristics, the learning psychology of college students' martial arts elective courses is closely related to the characteristics of martial arts curriculum teaching. Under the restriction of the credit system in colleges and universities today, students, stimulated by external motivation, will choose to consider elective courses such as martial arts courses, while internal motivation is due to the requirements of college students' cognitive ability, comprehensive quality and other aspects, which may lead to college students showing low enthusiasm in learning martial arts courses. In addition, college students have a strong desire for martial arts skills, hoping to enrich their knowledge by learning martial arts curriculum skills and theoretical knowledge. Therefore, the teaching activities of the martial arts curriculum should be carried out according to the current psychological learning state of college students and the teaching characteristics of the curriculum, from the perspective of participation motivation and stimulation strategies, to innovate the teaching mode of the martial arts curriculum, hoping to promote the enthusiasm of college students to participate in martial arts learning, and improve the comprehensive quality level of college students.

1. Introduction

In the education system of many colleges and universities in China, martial arts education plays an indispensable role in the growth and development of students' personality. Especially in the recent years of educational reform and development, the state has paid more and more attention to the quality of teaching, and more colleges and universities have carried out martial arts curriculum education. After the implementation of the new curriculum reform, the students have changed from the previous achievement education to the comprehensive education and teaching mode, constantly optimizing and improving, which has produced positive effects on the current martial arts teaching in colleges and universities. However, from the current point of view, the in-depth development of martial arts education is still a relatively serious problem. Most teachers found that the enthusiasm of students is relatively low and students are not very interested in martial arts in the process of carrying out martial arts education. This development model is not conducive to the in-depth development of martial arts education. How to stimulate students' interest and participation is an urgent problem to be solved in

college Martial Art teaching.

2. Study Motivation of College Students' Martial Art Course

2.1. Strong external motivation

From the perspective of groups, the characteristics of college students' learning motivation are diverse, including the intrinsic motivation of fitness, hobbies, lifelong physical exercise, self preservation of learning skills, knowledge acquisition, as well as teacher attraction, curriculum attraction and school education system. With the full implementation of the credit system in domestic universities, "taking credit" has become the motivation for a large number of students to choose and participate in martial arts learning, rather than the curriculum itself. Therefore, most of the goals set by many students before learning are based on scores rather than learning. This is unfavorable to the formation of students' enthusiasm for learning and exercise and learning quality. Finally, it will have a negative impact on the learning atmosphere and the realization of the curriculum training objectives. Because too strong external motivation will inhibit internal motivation, especially the motivation of interest, health and ability.

2.2. The internal power of socialist core values

From the analysis of the internal motivation of martial arts course learning, it reflects the development direction of college students' pursuit of socialist core values, and reflects the social core values such as civilization, harmony and patriotism. The social core values have formed the internal motivation for college students to participate in the martial arts course learning, and to a certain extent, they have helped college students improve their comprehensive quality level and their cognitive level, so that the course learning can meet the needs of college students' future employment development. The ability improvement brought by course learning to college students plays an important role in the development of society and the realization of college students' values.[1]It helps college students clearly understand their sense of social responsibility and mission, and drives the formation of college students' internal motivation. The study of martial arts courses can help college students to exercise their comprehensive abilities, and they can also assume corresponding social responsibilities in their future jobs. These are some forms of expression of socialist core values.

2.3. The study of martial arts has a psychological tendency to research and explore

College students' learning of martial arts will not only stay in the external manifestation of physical exercise, but in the learning stage, due to the influence of exam oriented education, students' learning is often in the state of "knowing it but not knowing it", and "learning to apply" is mainly reflected in the examination. In the teaching activities of many physical education courses, martial arts teaching did not pay attention to the integration of students' educational ideas and ignored the guidance of students' inquiry learning. Especially in the university stage, students' learning goals gradually turned to the realization of their comprehensive abilities and social practical skills. The study of martial arts cannot bring more knowledge and practical skills to college students. In particular, college students do not have much time to pay attention to such learning contents as martial arts sports after study, and the overall participation of college students is relatively low[2]. For example, in the teaching of Martial Art Sanda, teachers need to teach and guide students with one punch and one leg, and they need to teach students auxiliary knowledge in human anatomy, biomechanics, etc. To some extent, students' subjective initiative affects their learning efficiency and their desire for knowledge inquiry learning. If students can not actively participate in learning activities, and cannot explore their own

hitting methods and styles, for martial arts learning, college students' learning is undoubtedly a burden. In the process of learning martial arts, we also need to accept the corresponding martial arts culture learning, which requires higher cultural knowledge of college students. Instead of staying on some superficial forms of physical exercise, we still need to go deep into the internal cultural system for deeper exploration. These are some teaching challenges and problems in martial arts learning, which also affect the enthusiasm of college students to participate in martial arts courses.

3. Psychological factors influencing college students' Martial Art learning

3.1. College students' understanding of martial arts

Martial Art is the most distinctive traditional national sport in China. It has a deep mass base in China. Martial Art is the most common local sports term heard by Chinese people. Chinese people have a strong sense of belonging to martial arts. For most Chinese people, the knowledge of martial arts comes from films and TV works, various martial arts competitions on TV, literary works, etc. However, due to people's different ways of contact, people have more knowledge of martial arts, especially movies and swordsman novels, which spread too much false and exaggerated information about martial arts to the world. This difference in the way of understanding has led to the influence of other factors such as martial arts knowledge, character and interest, which has generated different learning motivation for college students. When college students come into contact with martial arts, especially after learning in martial arts schools, college students' understanding of martial arts will have two aspects: first, college students originally understand correctly, and with the accumulation of martial arts knowledge, college students' interest in martial arts will become higher and higher. Second, martial arts knowledge deviated from the original cognition of college students, changed their understanding of martial arts, and made college students unable to accept the gap between new knowledge and old knowledge. If college students can correctly understand and accept the knowledge of martial arts, their learning enthusiasm and motivation will gradually rise, and they can show a better learning state in martial arts learning activities.

3.2. The impact of the implementation and management of the credit system in colleges and universities

In fact, due to limited resources, the required courses in the curriculum account for a large proportion, so in many cases, the school will use a mandatory way to arrange teachers to complete. In this case, there must be a big gap between the theoretical and practical aspects of the credit system. Many college students do not care about their own needs or their own courses when choosing martial arts courses, but only about "taking credit" and "whether it is easy to take credit". Therefore, most students decide whether to conduct "data collection" for their tutors first, such as "lax management", and then make a conclusion of "whether they can get credits" according to their learning habits. If students choose to learn martial arts courses in such a way of thinking, they believe that college students do not have a new understanding of martial arts learning, nor can they show enough enthusiasm and enthusiasm in martial arts learning activities. These are important factors that are not conducive to the development of martial arts teaching activities, and also the content that universities need to focus on reform and attention in martial arts teaching activities.

3.3. Effect of physiological function and physical fitness

Since ancient times, in the students' cognition, martial arts learning has always been the relevant pronouns of being strong and agile. In fact, martial arts learning plays an important role in students'

physical quality training. In the context of the higher and higher level of physical education teaching, students can learn more about Chinese martial arts knowledge, related sports and exercise programs by adding martial arts learning to their learning activities. Whether it is the routine learning of martial arts or sanda practice, practitioners need to have good physical quality. With these hard conditions, we can better show the state of ease in action drills. When students choose to learn martial arts, they will also consider their own physical function and physical quality. If students lack their physical quality in martial arts learning activities, it will affect their learning passion and motivation. It will also be influenced by other excellent students. Some students will show strong inferiority complex due to their insufficient physical quality. In the practice of martial arts, students cannot show their ability and achieve countless learning goals. As a result, they will have less and less interest in learning martial arts courses. For some students who are interested in learning martial arts at the beginning, due to their physical limitations such as strength and flexibility, they have a psychological feeling of fear of difficulties. At the stage of basic skill practice, students have stopped. These physical qualities and physical functions hinder the development of martial arts teaching to a certain extent.

4. Optimization of Martial Art teaching in colleges and universities

In college Martial Art education, we should fundamentally solve the problems in Martial Art teaching to ensure the long-term and stable development of Martial Art education. We can analyze it from several aspects, such as improving the overall level of martial arts teaching, improving the teaching concept, and put forward corresponding countermeasures against these problems.

In order to improve martial arts education, schools must invest a lot of funds to improve martial arts education, solve the urgency of the lack of sports venues, make reasonable planning, and let teachers and students have sufficient space for teaching and learning. In martial arts teaching, the level of teachers will have a certain impact on it. To improve the quality of Martial Art teaching in colleges and universities, we must have higher teachers. Therefore, colleges and universities should strengthen the innovation of martial arts teaching and cultivate students' enthusiasm for participating in martial arts learning. Schools should employ special teachers to manage existing teachers.

5. Strategies of arousing students' learning interest in college Martial Art teaching

5.1. Innovate teaching materials with teaching characteristics to improve students' interest in learning

In order to improve the attractiveness of martial arts teaching, colleges and universities should broaden the content of martial arts teaching, and teachers should also pay attention to the physical exercise of students in the future. In the current martial arts teaching, we can add some small fighting skills, Sanda introductory skills, and also appropriately introduce some traditional martial arts such as various internal skills, so as to mobilize the interest and interest of students from the content. In addition, teachers can also choose teaching materials according to different regions, such as: southern universities prefer boxing in the south, while northern universities prefer boxing in the north; Colleges and universities in Henan prefer Taijiquan and Shaolin Boxing; Hubei colleges and universities will introduce Wudang martial arts. The teaching content of the course is combined with the local martial arts cultural background to make the teaching content of the course, so that students can focus on the content of martial arts from the beginning.

5.2. Strengthen the teaching of martial arts theory and enhance students' interest in learning martial arts theory

College students have more than ten years of life experience, have some experience and knowledge in some fields, and have the ability to think independently. For example, college students have certain requirements for boxing art or learning tools, and they have suspicions, arguments, and imagination. These are new ideas and concepts. For example, when college students ask themselves whether they can fly like kungfu masters in movies? Therefore, teachers should timely use appropriate theoretical guidance in teaching, guide students out of the misunderstanding of "kungfu", let college students have a correct understanding of martial arts learning, and gradually deepen their understanding of martial arts learning, thus arousing college students' interest in learning.

6. Conclusion

To sum up, in the teaching activities of martial arts courses for college students, it is necessary to understand the basic characteristics of the teaching of martial arts courses, the psychological characteristics of students and the cognitive characteristics of martial arts activities, and further innovate the teaching methods in the classroom. Teachers should work hard to exercise students' physical exercise skills, guide students to have a clear understanding of martial arts cultural theory, and help students improve their enthusiasm for martial arts learning and participation in martial arts learning activities.

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