

# *Research on the Problems and Countermeasures of Sanda Martial Arts in the Development of College Education*

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**Abstract:** Sanda, as a traditional form of Chinese martial arts, has gradually gained widespread attention in college education. However, with the development of the times, there are a series of problems in the teaching of Sanda in colleges, such as a lack of qualified teachers and an incomplete teaching system. This paper conducts an in-depth analysis of the problems existing in the teaching of Sanda in colleges and proposes corresponding countermeasures, aiming to promote the healthy development of Sanda in college education.

## **1. Introduction**

As an important form of traditional Chinese martial arts, Sanda has a deep cultural heritage and unique technical characteristics. It is increasingly popular among college students in today's society. However, disproportionate to its popularity, there are a series of problems in the teaching of Sanda in colleges, which restricts its healthy development. This paper aims to study the problems in the teaching of Sanda in colleges and proposes corresponding countermeasures, in the hope of providing beneficial references for the development of this field.

## **2. The Current Status of Sanda Martial Arts in College Education**

### **2.1. The Problem of Insufficient Teaching Staff**

The shortage of qualified teaching staff is a serious problem in the teaching of Sanda martial arts in colleges. Firstly, the recruitment of Sanda teachers faces challenges, as it requires teachers to have a profound mastery of martial arts and rich teaching experience. However, teachers who meet these requirements are relatively scarce, resulting in many colleges being unable to have enough qualified Sanda teachers.

Secondly, Sanda is a specialized field of study that demands high-level abilities in both theory and practice from teachers. This requires teachers to not only have deep expertise in martial arts skills but also to have an in-depth understanding of martial arts culture and philosophy. This enables them to integrate this knowledge into their teaching, allowing students to fully understand the connotations of martial arts.[1]

Under the current college teaching system, some Sanda teachers are tasked with multiple different courses, leading to a dispersion of resources and an inability to fully invest in Sanda teaching. This

not only affects the teachers' professional depth in the field of Sanda but also directly impacts the quality and depth of teaching.

In summary, the problem of insufficient teaching staff is prominent in the college education of Sanda martial arts. From the difficulties in teacher recruitment, the wide-ranging abilities required of teachers, to the lack of professional depth due to resource dispersion, all these are bottlenecks restricting the development of Sanda teaching in colleges.[2]

By adopting these measures, it is possible to gradually alleviate the problem of insufficient teaching staff, improve the teaching quality of Sanda courses, and provide students with a better learning experience. This not only helps cultivate more professional Sanda talents but also enhances the status of college Sanda courses in the entire education system.

## **2.2. The Phenomenon of an Incomplete Teaching System**

An incomplete teaching system is an urgent problem to be solved in the teaching of Sanda martial arts in colleges. Firstly, many college Sanda courses focus too much on traditional combat training, neglecting an in-depth exploration of martial arts culture and theory. This prevents students from fully understanding the connotations of martial arts in class, weakening their overall perception of martial arts.[3]

Secondly, the lack of a systematic and scientific curriculum is a major problem in the current teaching system. As Sanda is a multi-layered and diversified discipline, some colleges' curriculum settings are still limited to traditional combat and routine training, failing to cover the comprehensiveness and diversity of martial arts. This results in students lacking systematic training, unable to form a comprehensive system of martial arts skills and theoretical knowledge.

Moreover, the insufficient integration of practical application with the teaching system is also a significant problem. Many Sanda courses are overly theoretical, lacking practical operations and practice components. Without enough combat training, competitions, and internships, students struggle to apply theoretical knowledge flexibly in real scenarios, affecting their practical skills.

Overall, the problem of an incomplete teaching system directly restricts the development of Sanda martial arts in college education. It is reflected not only in the narrow scope of course settings but also in the disconnection between theory and practical application. Addressing this issue requires profound adjustments and updates to the curriculum, focusing on the diversity of Sanda, and increasing practical components, enabling students to gain a richer learning experience in a comprehensive and scientific teaching system.[3]

## **3. Analysis of the Problems in Sanda Martial Arts Teaching in Colleges**

### **3.1. Analysis of the Causes of Insufficient Teaching Staff**

#### **3.1.1. Lagging Teacher Training System**

The lagging teacher training system is an important aspect of the problem of insufficient teaching staff in Sanda martial arts teaching in colleges. As a unique and complex physical education discipline, Sanda requires teachers to have profound martial arts skills and high-level educational and teaching methods. However, the current teacher training mechanism has not been able to quickly adapt to the needs of this special field.

Firstly, the uniqueness of Sanda has led to a relatively lagging training system. Traditional training models have not fully considered the integration of theory and practice in Sanda, causing many new teachers to feel lost when encountering actual teaching. The lack of systematic training courses makes it difficult for aspiring Sanda teachers to acquire the necessary professional knowledge and skills,

affecting their performance in the classroom.[4]

Secondly, the wide range of knowledge involved in Sanda, including martial arts techniques, cultural connotations, philosophical thoughts, etc., requires a more comprehensive and systematic curriculum for teacher training. The current teacher training mechanism has not fully covered these areas, leading to deficiencies in both theoretical knowledge and practical skills of the new generation of teachers.

In this context, it may be difficult for teachers to adapt to the requirements of Sanda teaching in a short time, affecting their confidence and professional level in teaching. Therefore, resolving the issue of a lagging teacher training system is urgent. This can be achieved by optimizing training plans, increasing the depth and breadth of professional courses, and introducing more practical training to ensure the cultivation of more comprehensive and adaptable Sanda teachers. Only with further improvement of the training system can the quality of Sanda teaching be elevated to a new level.

### **3.1.2. Difficulty in Recruitment**

Difficulty in recruitment is a significant cause of the shortage of teaching staff in Sanda martial arts teaching in colleges. Recruiting Sanda teachers faces unique challenges, mainly due to the special requirements for high-level martial arts skills and rich combat experience of the teachers.[5]

Firstly, Sanda requires teachers to have profound theoretical knowledge and high-level combat experience. This requirement is more stringent than in other disciplines, leading to a scarcity of qualified teachers. During the recruitment process, it is often difficult for colleges to find ideal candidates who possess both martial arts skills and educational background, increasing the difficulty of recruitment.

Secondly, as a discipline focusing on traditional combat and practical combat, Sanda imposes higher comprehensive quality requirements on teachers. This includes a deep understanding of martial arts culture, philosophy, psychology, etc., requiring candidates to have both excellent skills and sufficient expertise in disciplinary theory and cultural heritage. Thus, recruiting Sanda teachers is not just a matter of skill matching, but a comprehensive consideration of overall quality.

The increased difficulty in recruitment is also influenced by society's recognition of Sanda. Compared to traditional sports, Sanda has relatively lower recognition, leading to insufficient understanding and attention to this discipline. This results in potential Sanda teachers opting for other more popular fields, reducing the pool of candidates for colleges.[6]

In summary, the difficulty in recruitment is mainly due to the high comprehensive quality requirements for Sanda teachers and the relatively low societal recognition of Sanda. To resolve this issue, colleges can broaden recruitment channels, establish closer cooperation with the martial arts community, and enhance societal recognition of the value of Sanda, attracting more suitable talents to the education of Sanda.

### **3.1.3. Insufficient Working Conditions**

Insufficient working conditions are an important aspect of the problem of insufficient teaching staff in Sanda martial arts teaching in colleges. Compared to other physical education disciplines, Sanda has more special requirements for teachers' working conditions, mainly in terms of venue and equipment support.

Firstly, Sanda teaching requires more space and professional equipment. Compared to traditional physical education courses, Sanda involves a broader space to accommodate students' diverse martial arts movements and skill training. However, some colleges have not provided sufficient support in terms of facilities and venues, limiting teachers in actual teaching. The lack of adequate venue and equipment support can affect the cultivation of students' practical abilities and reduce the

effectiveness of teaching.

Secondly, the practical nature of Sanda requires teachers to demonstrate and guide extensively in the classroom. However, due to insufficient working conditions, teachers may struggle to fully utilize their professional skills. The lack of appropriate training venues and equipment restricts teachers in actual operations, preventing them from providing sufficient practical opportunities for students.

Additionally, Sanda teaching often involves combat simulation and sparring training, which demands higher requirements for venues and equipment. However, some colleges have not placed enough emphasis on Sanda courses and have not invested sufficiently in providing the necessary working conditions, leading to difficulties in combat training.

In summary, insufficient working conditions are mainly reflected in the lack of venue and equipment support, directly affecting the quality and depth of Sanda teaching. To address this issue, colleges need to increase investment in Sanda courses, improve teaching venues and equipment, and create more suitable working conditions to enhance teaching effectiveness and attract more potential teachers to Sanda education.

### **3.1.4. Pressure of Undertaking Multiple Courses**

The pressure of undertaking multiple courses is a serious challenge contributing to the problem of insufficient teaching staff in Sanda martial arts teaching in colleges. Compared to teachers in other disciplines, Sanda teachers often have to handle multiple different courses, bringing unique work pressure and challenges.

Firstly, the pressure of undertaking multiple courses affects the in-depth development of Sanda teachers in their specific subject area. As they are required to teach multiple different courses, teachers may find it difficult to focus all their energy and time on the Sanda specialty, limiting their depth of research and teaching practice in this field. This dispersion of teaching tasks may hinder teachers' professional growth in Sanda.

Secondly, undertaking multiple courses can lead to insufficient utilization of teaching resources. With Sanda teachers spread across multiple different courses, they may not fully utilize their expertise and experience in the field of martial arts. This prevents students from receiving the best professional guidance in Sanda courses, affecting their learning effectiveness and the cultivation of practical abilities.

Moreover, undertaking multiple courses also increases the workload of Sanda teachers, potentially leading to a decline in teaching quality. Teachers have to prepare, teach, and assess multiple courses of different levels and content, not only increasing their working hours but also possibly compromising the teaching quality of each course. This is clearly disadvantageous for a practice-intensive discipline like Sanda.

Overall, the pressure of undertaking multiple courses directly restricts the development of Sanda teaching in colleges. To resolve this issue, colleges can consider adjusting the distribution of teaching tasks, optimizing teachers' workload to ensure Sanda teachers have enough time and energy to devote to teaching and research in this specialty, thereby enhancing teaching quality and the development level of the discipline.

## **3.2. Analysis of the Causes of an Incomplete Teaching System**

### **3.2.1. Lack of a Scientific Teaching Philosophy and System**

The primary cause of an incomplete teaching system is the lack of a scientific teaching philosophy and system. As a comprehensive discipline, Sanda involves not only the teaching of technical movements but also the inheritance of martial arts culture and philosophical thoughts. Currently, some

colleges may design Sanda courses more towards traditional technical training, lacking in the construction of a comprehensive philosophy and system for Sanda. This leads to one-sided teaching content, making it difficult for students to gain a comprehensive understanding of martial arts in their course study, affecting the depth of their disciplinary development.

### **3.2.2. Lack of Opportunities to Combine Practice and Theory**

Another significant problem of an incomplete teaching system is the lack of opportunities to combine practice and theory. Sanda is a discipline that emphasizes practical operations, but some colleges may focus more on the indoctrination of theoretical knowledge in teaching, neglecting the importance of practical operations. The lack of sufficient practical combat experience makes it difficult for students to apply theoretical knowledge in practice, causing a disconnection between theory and practice. Theoretical knowledge not being consolidated and applied in practice leads to unsatisfactory learning outcomes.

### **3.2.3. Unscientific and Unreasonable Course Settings**

The third cause of an incomplete teaching system is unscientific and unreasonable course settings. The broad nature of Sanda requires that teaching courses should be comprehensive and orderly, covering basic skills, martial arts culture, practical skills, etc. However, some colleges may overly emphasize one aspect in course settings or be too dispersed, leading to deficiencies in the comprehensiveness of the Sanda discipline for students. Scientific and reasonable course settings should fully consider the diverse nature of martial arts, enabling students to systematically master all aspects of martial arts, not just one particular aspect.

### **3.2.4. Lack of Textbook and Teaching Aid Resources**

Finally, an incomplete teaching system is also related to the lack of textbook and teaching aid resources. As a unique discipline, Sanda may not have enough standardized textbooks and teaching materials, making the teaching content and methods relatively scattered. This challenges teachers in formulating teaching plans and methods and also leaves students lacking systematic learning materials during their study process. Targeted textbooks and teaching aid resources are crucial for building a complete teaching system, providing standardized teaching guidance and helping teachers better conduct Sanda teaching.

## **4. Countermeasures for Sanda Martial Arts Teaching in Colleges**

### **4.1. Strengthening Teacher Training and Recruitment**

#### **4.1.1. Establishing Professional Sanda Martial Arts Education Teacher Training Courses**

To address the issue of insufficient Sanda teachers, colleges should actively establish professional Sanda martial arts education teacher training courses. These courses aim to provide comprehensive and systematic training for those aspiring to pursue Sanda martial arts education, covering theoretical knowledge, practical skills, and teaching methods. Such professional training cultivates more professionally qualified Sanda teachers, enabling them to better pass on the essence of martial arts and enhance students' combat skills.

The design of Sanda martial arts education teacher training courses should include in-depth studies of martial arts techniques, teaching psychology, and updating of subject knowledge. By combining theory with practice, trainees are comprehensively educated in the field of Sanda. Additionally,

professional teacher training should focus on innovative teaching methods, equipping teachers with more flexible and practical teaching techniques to better meet student needs.

#### **4.1.2. Recruiting External Professional Coaches and Collaborating with Martial Arts Clubs**

To compensate for the shortage of Sanda teachers, colleges can actively recruit external professional coaches and collaborate with martial arts clubs. External professional coaches, often with rich combat experience and professional teaching levels, can provide students with higher-level guidance. Collaborating with martial arts clubs can leverage social resources, introducing more excellent Sanda teachers, enriching teaching content, and improving educational quality.

Collaboration can manifest in joint laboratories, co-hosting lectures and seminars, and mutual teacher exchanges. Through deep cooperation with martial arts clubs, schools can fully draw on advanced martial arts teaching concepts and methods from society, strengthen practical teaching, and enhance students' practical skills. Recruiting external professional coaches and collaborating with clubs not only solves the problem of teacher shortages but also helps cultivate students with more practical experience.

### **4.2. Improving the Teaching System**

#### **4.2.1. Developing a Scientific and Comprehensive Teaching Syllabus**

To ensure the scientific and comprehensive nature of the Sanda martial arts teaching system, colleges should develop a comprehensive teaching syllabus. This syllabus should cover all aspects of the Sanda discipline, including but not limited to technical movements, theoretical knowledge, martial arts culture, tactical applications, etc. A scientific and comprehensive syllabus provides teachers with clear teaching goals and content frameworks, ensuring systematic and coherent teaching. Regular updates to the syllabus also help keep pace with developments in the field of Sanda, maintaining the cutting-edge nature of teaching content.

The development of this teaching syllabus should consider the actual needs and characteristics of Sanda, specifying learning objectives, required skills, and knowledge points for each level, and ensuring alignment with real-world professional demands. Teachers should also be encouraged to apply the syllabus flexibly, adapting to students' actual situations for differentiated teaching, thereby improving the flexibility and targeted nature of instruction.

#### **4.2.2. Providing Opportunities for Integrating Practice with Theory**

To cultivate students' practical skills, colleges should provide more opportunities for integrating practice with theory in teaching. Practical operations such as combat training and sparring exercises can allow students to apply theoretical knowledge learned in the classroom to actual practice, thereby enhancing their skill levels. Additionally, establishing partnerships with martial arts associations and clubs can provide students with more practical platforms, promoting growth and development in real-world environments.

This approach of integrating practice with theory not only enhances students' practical abilities but also sparks their interest and passion for Sanda. By combining with practical applications, students will better understand and master Sanda skills, laying a solid foundation for future practical work.

#### **4.2.3. Optimizing Course Settings, Focusing on Comprehensive Development**

To ensure the scientific and systematic nature of Sanda courses, colleges should optimize course settings. By reasonably dividing basic, intermediate, and advanced courses, covering aspects such as

techniques, theory, and culture, students can develop comprehensively during their studies. Incorporating interdisciplinary content, combining Sanda with related fields, broadens the discipline's scope and deepens its substance.

In optimizing course settings, it's important to consider students' actual levels and interests, offering targeted elective courses for more personalized learning options. Through such optimization, not only can student needs be better met, but it can also stimulate their interest in the subject, enhancing the overall effectiveness of teaching.

## 5. Conclusion

Through in-depth research on the problems existing in Sanda martial arts teaching in colleges, this paper proposes corresponding countermeasures. Firstly, it is necessary to strengthen the training and recruitment of teachers to improve the level of teaching; secondly, to perfect the teaching system, ensuring that Sanda martial arts in college education have a scientific and reasonable teaching system. Through these measures, it is expected to promote the sustainable and healthy development of Sanda martial arts teaching in colleges and provide strong support for cultivating more Sanda talents.

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