

Application of Hierarchical Teaching Method in College Fitness Qigong Teaching

Kun Li

*School of Sports Economics and Management, Central University of Finance and Economics,
Beijing, 100081, China*

Keywords: Universities; Fitness Qigong; Hierarchical teaching method

Abstract: As a traditional sports activity, fitness qigong has unique fitness and medical value. It contains a large number of health theories and technical methods, which can strengthen the body, treat diseases, and improve people's health level. There are many fitness qigong programs in China, and as one of the main teaching venues, it is necessary for universities to carry out fitness qigong teaching. However, the current teaching methods for fitness qigong in Chinese universities are relatively traditional, which makes it difficult to stimulate students' interest and ensure the quality of teaching. In this regard, this article will focus on the research of hierarchical teaching method, mainly proposing specific application strategies of hierarchical teaching method in the teaching of fitness qigong in universities.

1. Introduction

Fitness Qigong, as an important part of physical education in universities, holds a significant position in China's higher education system. It has certain fitness and medical value, and is of great significance in improving the physical fitness of the Chinese people. However, there are still some problems in the teaching of fitness qigong in Chinese universities, such as low interest in learning fitness qigong among students and significant differences in their physical fitness. These problems have to some extent hindered the improvement of the quality of fitness qigong teaching in Chinese universities. Therefore, it is necessary to conduct in-depth analysis and research on the application of hierarchical teaching method in the teaching of fitness qigong in universities, hoping to provide some reference for improving the quality of fitness qigong teaching in Chinese universities[1].

2. Basic concepts and significance of hierarchical teaching method

2.1. Basic Concepts

The so-called hierarchical teaching method is to divide students into several levels according to their academic performance, and students at each level have the same tasks and goals, while also having different requirements. Hierarchical teaching method is a popular teaching approach internationally today. This method focuses on teaching students according to their aptitude, dividing them into different levels based on their actual learning level, and making different requirements for

students at different levels, so that each student can achieve success[2].

2.2. Significance

The hierarchical teaching method has multiple meanings:

Firstly, it is conducive to improving the quality of teaching. When every student can develop at their original level, they can better achieve teaching goals. If the level of students in the same class is uneven, even in the same course, there will be some students with outstanding grades and others with average grades. If this group of people cannot make the necessary progress for some reason, it will dampen their learning enthusiasm and confidence.

Secondly, it is conducive to teaching students according to their aptitude. For individual students, each person has their own knowledge foundation and learning ability. Therefore, for the same type of problem, they can be divided into different levels based on their level of mastery or ability, allowing them to learn, explore, and practice independently. This can not only fully tap into everyone's learning potential and enthusiasm, but also enable all students to achieve full development[3].

Thirdly, it is conducive to cultivating students' ability for self-directed learning. Self directed learning refers to students seeking knowledge and skills from external sources through independent thinking, exploration, and research under the guidance of teachers. It requires students to have clear learning goals, habits of independent thinking, and self-control, in order to actively explore knowledge, acquire knowledge, and apply knowledge to solve problems. The autonomous learning ability of students reflected in hierarchical teaching is a comprehensive ability obtained through a series of learning activities such as independent thinking, exploration, and research under the guidance of teachers. This ability is not only a necessary condition for cultivating innovative spirit and practical ability, but also the foundation for the full development of innovative spirit and practical ability[4].

Fourthly, it is conducive to reducing the teaching burden. The traditional teaching model requires students to listen more to the teacher in class and do less. The hierarchical teaching method requires students to focus on doing rather than listening in the classroom. This can reduce students' excessive and unnecessary mechanical memory and repetitive practice.

3. Application strategies of hierarchical teaching method

3.1. Implement student stratification effectively

Layered teaching of fitness qigong in universities is an important prerequisite for the application of layered teaching method. Before carrying out fitness qigong teaching, teachers need to do a good job in student stratification. Specifically, teachers first need to conduct a survey of students, understand their learning situation, and then classify them according to their physical fitness, learning ability, and learning level. Secondly, students are divided into three levels based on their physical fitness, with the higher level being students with sports talents, the middle level being ordinary students, and the lower level being students with weaker physical fitness. For students with sports talents, they have good physical fitness and strong learning ability, and can adopt a teaching method led by teachers and student-centered; For ordinary students, their physical fitness and learning ability are relatively weak. Therefore, teachers should adopt a student-centered and teacher assisted teaching approach, and focus on students with weaker physical fitness. It is recommended that teachers teach step by step[5]. According to this hierarchical division, teachers can establish corresponding teaching modules, as shown in Table 1.

Table 1 Teaching Modules Corresponding to Students at Different Levels

Student level	Corresponding teaching modules
High level (sports talent students)	1. Warm up stage 2. "Collection" stage 3. "Breath Adjustment" Stage 4. "Momentum" stage (complete teaching content)
Intermediate level (ordinary students)	1. Warm up stage 2. "Collection" stage 3. "Breath Adjustment" Stage 4. "Momentum" stage (simplified teaching content)
Low level (students with weaker physical constitution)	1. Warm up stage 2. "Collection" stage 3. "Breath Adjustment" Stage

3.2. Hierarchical selection of teaching content

Fitness Qigong has rich content, including Five Animal Play, Eight Section Brocade, Yi Jin Jing, etc. Each content has its own characteristics, so a unified teaching mode cannot be used in the teaching process. Different students have different learning abilities, and students with weaker learning abilities may experience problems such as not being able to keep up with the pace and not performing properly, resulting in poor learning outcomes. Therefore, in teaching, teachers should choose appropriate teaching content based on students' learning abilities and levels, and ensure that students at each level can participate in the teaching process through layered teaching.

For example, when teaching Baduanjin, teachers need to provide differentiated tutoring to students. For students with good physical fitness, they can be required to master the basic movements and rhythms of the Eight dan Brocade; For students with weaker physical fitness, teachers can divide the Eight Section Brocade into two levels for teaching: primary and intermediate. For students at the beginner level, teachers can choose the Eight Section Brocade content with simpler movements, slower rhythms, and softer tones; For intermediate level students, teachers can choose the Eight Section Brocade content that is difficult to move, fast-paced, and intense. For advanced level students, teachers can divide the Eight Section Brocade into two levels for teaching: intermediate and advanced. Students at different levels can derive satisfaction and development from the teaching content.

3.3. Clarify teaching objectives at different levels

In the process of carrying out fitness qigong teaching activities in universities, it is necessary to clarify the teaching objectives at different levels, so that students can master different exercise methods and exercise their bodies. For students with poor foundations, the focus should be on mastering the basic essentials of movements to ensure that they can practice them correctly; For students with a good foundation, high-level teaching is needed to enable them to further improve on the basis of mastering basic movements, and theoretical knowledge teaching is also required. For example, in the teaching of fitness qigong "horse step stake", the teacher first needs to let students understand the basic concepts of "horse step stake", and then use the decomposition teaching method to help students master its basic movement essentials. On this basis, the teacher guides students to practice "horse step stakes". Finally, a theoretical explanation of the "horse step pile" will be provided to enable students to master its theoretical knowledge.

3.4. Teaching based on students' learning situation

In the implementation process of the hierarchical teaching method, teachers need to provide targeted teaching based on students' actual learning situations. For example, for students majoring in sports, teachers can use a layered teaching method to allow students to freely choose sports projects. For students majoring in sports, they can receive professional guidance in the study of fitness qigong courses. For students in other majors, due to their lack of professional guidance, if teachers cannot provide tiered teaching based on their actual learning situation, it may lead to a decrease in their interest in learning fitness qigong [6-7]. Therefore, when teaching fitness qigong to students majoring in sports, teachers can conduct layered teaching based on their actual learning situation. For example, when teaching standing posture, students majoring in physical education can choose to learn Tai Chi, which is a relatively simple standing posture. Students from other majors can choose to learn the complex and difficult Eight dan Brocade, which involves standing on stakes. Through this hierarchical teaching method, it can ensure the enthusiasm and initiative of students at different levels to learn fitness qigong knowledge, and promote the improvement of the quality of fitness qigong teaching [8]. Table 2 shows the teaching points under different student situations in the hierarchical teaching method.

Table 2 Teaching points under different student situations in the hierarchical teaching method

Student level	key point
High-level	Strengthening physical fitness and knowledge cognition as the main focus
Intermediate level	Strengthening knowledge cognition as the main focus
low-level	Prioritize interest enhancement

3.5. Hierarchical evaluation of students

In the teaching of fitness qigong, teachers should conduct hierarchical evaluation based on the actual situation of students, mainly referring to classifying students according to their learning level, learning ability, and academic performance, and formulating teaching objectives based on their own characteristics to promote the progress of each student. In the process of hierarchical evaluation, teachers should be fair and objective, without personal emotions, and also reflect the principle of fairness in hierarchical evaluation. For example, when evaluating students, teachers should focus on a comprehensive assessment of their abilities and qualities, rather than solely relying on academic performance as the sole criterion. For example, in the teaching process, teachers should pay attention to the combination of process evaluation and summative evaluation of students. Process evaluation refers to judging the learning effectiveness of students by observing their performance in the learning process, while summative evaluation is judging their learning outcomes through exams or other forms [9-10].

4. Conclusion

With the development of education in our country, the demand for talents is becoming increasingly high, and higher education is also facing new challenges. College fitness qigong, as a traditional sports activity, plays an important role in cultivating students' comprehensive qualities and enhancing their physical fitness. The application of hierarchical teaching method in fitness qigong teaching in universities can effectively enhance students' interest in learning, strengthen their learning initiative, achieve teacher-student interaction and student interaction, improve teaching quality, and promote students' comprehensive development.

References

- [1] Shi Jie, Zhao Wei, Li Shiwei. *Research on the Promotion Strategy of Fitness Qigong in Guizhou Province's Universities under the Background of Integration of Sports and Education [J]*. *Contemporary Sports Technology*, 2024, 14 (10): 125-128
- [2] Xu Xiaoqin. *Feasibility analysis of fitness qigong as the main teaching content of physical education and health courses in universities [J]*. *Sports Science and Technology Literature Bulletin*, 2018, 26 (12): 60,63
- [3] Lu Senlin, Chen Jun, Du Sijie. *The impact of traditional sports fitness qigong teaching in universities on the mental health of college students [J]*. *Journal of Jiangxi Normal University of Science and Technology*, 2017 (6): 119-122
- [4] Jiao Wenlong, Meng Lina. *Research on the Application of Fitness Qigong Eight Section Brocade in Physical Education Teaching Practice in Ordinary Colleges and Universities [J]*. *Boxing and Fighting*, 2017 (16): 30
- [5] Liao Minling. *On the Application of the "Guided Learning Guide" Teaching Method in Fitness Qigong Courses in Colleges and Universities [J]*. *Sports Boutique (Academic Edition)*, 2017, 36 (6): 36-37
- [6] Zhang Botao. *Research on the Teaching Reform and Practice of Fitness Qigong Course in Medical Universities under the Background of Integration of Sports and Medicine [J]*. *Sports Excellence*, 2023, 42 (11): 37-39
- [7] Peng Ning. *Analysis of the Current Situation and Promotion Strategies of Fitness Qigong in Higher Education Teaching: A Case Study of Bozhou Vocational and Technical College [J]*. *Guangdong Sericulture*, 2018, 52 (7): 127-128
- [8] Gu Lei, Liu Yi, Tang Lei *Theory and Practice of Fitness Qigong Happy Teaching in Physical Education Courses of Medical Universities [J]*. *Contemporary Sports Technology*, 2019, 9 (21): 64-65
- [9] Cheng Xiang. *Analysis of the Significance and Countermeasures of Offering Fitness Qigong Courses in College Physical Education Teaching [J]*. *Journal of Jiangxi Electric Power Vocational and Technical College*, 2022, 35 (3): 46-48
- [10] Zhang Lei, Ma Ao. *Practice and Exploration of Integrating Fitness Qigong into College Physical Education Teaching [J]*. *Contemporary Sports Technology*, 2024, 14 (31): 121-124