

Martial Arts Teaching Reform and Innovation in Colleges and Universities under the Background of "Internet +"

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Abstract: As a hot industry development model in the current information society, "Internet +" has important application value in traditional physical education. In martial arts teaching in colleges and universities, the integration of Internet platform and classroom education can bring many benefits, such as high efficiency and convenience, teaching students in accordance with their aptitude, cultivating students' comprehensive quality in all aspects, etc. Based on the author's teaching and practical experience, this work first analyzed the present situation and existing problems for Chinese traditional martial arts teaching in colleges and universities, then discussed the advantages for "Internet + physical education" in the reform of martial arts teaching in universities. Finally, the construction strategy for martial arts teaching mode in colleges and universities based on "Internet +" was put forward.

1. Introduction

In 2015, Premier Li Keqiang put forward the "Internet +" action plan in the *Report on the Work of the Government*. It is proposed to promote the integration of Internet technology with traditional industries, promote the healthy and rapid development of traditional industries, commerce and service industries, and guide the "Internet + traditional industries" to expand international markets. The "Internet" era has entered the modern society in an all-round way, which means that the traditional industries in today's society will also be influenced by the Internet [1-2]. During the rapid development of the Internet, the traditional teaching model has been unable to meet the needs of modern college students. Combining university martial arts teaching with "Internet +" can build a martial arts person's own online learning platform, improve students' ability to learn martial arts, and promote the spread and inheritance of Chinese martial arts.

2. The Present Situation and Existing Problems for Chinese Traditional Martial Arts Teaching in Colleges and Universities

2.1 The present situation for Chinese traditional martial arts teaching in colleges and universities

The contents and methods for Chinese traditional martial arts teaching in colleges and universities are relatively single. The physical education teacher completes the teaching goal according to the teaching outline, and the teacher's teaching method is relatively old and has no innovation. The teaching method of martial arts course is repetitive and monotonous, and has no new idea, so it cannot stimulate students' interest in learning. The students think that it is boring, and it is obvious that the learning effect is not good [3]. The teaching mode of martial arts courses is also relatively rigid, with teachers demonstrating and students imitating, or teachers demonstrating while explaining. Students only see one or a group of movements, the origin of this action, as well as the consistency of the action, mechanical analysis are not very understanding. The teacher's overall quality also needs to be improved correspondingly. Teachers don't grasp the progress for students' learning, and they do not pay attention to the individual differences for students [4].

2.2 The existing problems in traditional martial arts teaching

First of all, teachers have direct contact with students in the selection of teachers, so teachers' professional quality and pre job training need to be improved. In the past, the traditional martial arts teaching, with the teacher as the main body, filled the classroom according to the teaching syllabus. Whether the students can accept it or not, as long as it is to complete the teaching task of the teacher, the teacher is only responsible for teaching. Students passively accept the content delivered by teachers, feel that all the teachers are right, and will not or dare not question the teachers' right and wrong. Therefore, students' subjective initiative cannot be stimulated.

Secondly, the teaching time in martial arts course is limited, and the teaching objectives are well defined. For example, this semester's teaching goal is a set of martial arts long boxing, so you only need to practice this set of boxing. The origin of a simple introduction is not to be explained in depth. The warm-up activities are single, or there is no practice with the boxing skills to be learned in class, and the relaxation activities are not updated. The content is single and the method is old. Also, the knowledge structure of teachers is limited, and the teaching content and method are too single.

3. The Advantages of "Internet + Physical Education" in Martial Arts Teaching Reform in Colleges

3.1 Defending the status of learning subject for college students

Under the background of "Internet +", students can access information and participate in research on the platform. They are not limited by time and space, learning anytime and anywhere. The big data and platform of "Internet + education" have built a super platform for students to acquire martial arts knowledge that they want to learn quickly and easily. The learning place is no longer confined to the classroom, and students can acquire first-hand learning resources at anytime and anywhere. This enables students to transform from "digital immigrants" to "digital aborigines", and from passively accepting martial arts knowledge to actively exploring martial arts knowledge based on their own interests [5].

3.2 Offering massive teaching resources for martial arts teachers

In the trend of "Internet + education", the sharing of teaching resources is not only limited to the sharing of network curriculum resources, but also the sharing of research results in related fields. This way, martial arts educators can get high-quality teaching resources and teaching research results conveniently and quickly, thus offering guidance for practice. "Internet +" enables teachers to acquire teaching resources no longer limited to single book teaching materials. As long as teachers are good at teaching resources on the Internet, strengthening the understanding of acquired resources and applying them reasonably to martial arts courses, the quality of teaching is improved.

3.3 Establishing a big platform of material data for martial arts courses

Chinese traditional martial arts culture is profound, and each school of boxing has its own system. Chinese traditional martial arts is a valuable resource for Chinese traditional culture. These resources all share a common feature: many moves, complex exercise routes, and spirit should be in place, which requires a high level of physical fitness in all aspects of the drill, as well as talent. Nowadays, the martial arts courses teaching is mainly based on the demonstration and explanation of teachers, and the observation and practice of students [6]. In this way, there will be higher requirements for martial arts course professors, such as whether the demonstration moves are in place and accurate, whether the boxing style is outstanding, and whether the original boxing can be taught to students. These problems are increasingly prominent.

4. The Construction Strategy of Martial Arts Teaching Mode in Colleges and Universities Based on "Internet +"

4.1 Highlighting the main position of students and improving students' autonomous learning ability

"Teacher-led, student-oriented" is a summary of the relationship between teaching and learning in the teaching process. However, in the traditional process of martial arts teaching in colleges and universities, it more reflects the dominant position of teachers. Students' main position is not reflected, not to mention students' self-learning ability. And in the context of the "Internet +" era, teachers can search for a large number of martial arts pictures, videos, etc. Through the establishment of WeChat group, QQ group, etc., these materials are shared with students, and students are encouraged to boldly elaborate their own views on martial arts actions on the group. At the same time, students can record their own videos and send them to the teacher for correction. Through this kind of positive interaction between teachers and students, on the one hand, it makes up for the lack of time for students to study in class under the traditional teaching mode. On the other hand, it breaks the limitation of time and space in martial arts teaching, and improves the ability of students to learn independently [7].

4.2 Integrating martial arts learning resources and enriching teaching content

Thus for, the main content of martial arts teaching in colleges and universities is simple routine teaching, but it can't meet the needs of students. In order to change this disadvantageous situation and improve college students' interest in martial arts, new teaching contents need to be added. At present, there are mainly two ways to increase the content of martial arts teaching in colleges and universities. First, according to the characteristics of the current college students and the latest development trend of martial arts, martial arts teaching materials that conform to their physical and mental development characteristics should be compiled. Second, combined with the "Internet +" mode, martial arts learning resources on the Internet should be integrated and the resource base of martial arts teaching should be established according to college students' learning needs.

4.3 Making high quality micro video to digitize martial arts resources

In order to reform the teaching mode of martial arts in colleges and universities, it is necessary to establish a set of high quality video resources for micro lessons. These micro videos can create a more vivid expression tool for martial arts teachers, and show the basic movements of martial arts to students lively, vividly, concretely and intuitively. Therefore, the students' understanding and feeling of martial arts action essentials are enhanced, and the classroom teaching effect is improved. Through the establishment of martial arts micro video, it makes martial arts resources digital, and offers big data support for martial arts inheritance and teaching. It is not only beneficial to the teaching of martial arts teachers, but also to the students' understanding and mastering of the boxing. It is also conducive to watching and appreciating the visual feast brought by other kinds of boxing, which can offer a powerful guarantee for reviewing the past and learning the new.

4.4 Building a martial arts teaching network assessment platform and improving the diversified evaluation system

In order to ensure the objective and fair evaluation for students' learning effect, it is necessary to establish a diversified evaluation system in the teaching process of martial arts in colleges and universities. The combination of process evaluation and final evaluation, subjective evaluation and objective evaluation, relative evaluation and absolute evaluation are adopted to ensure the smooth realization of martial arts teaching objectives in colleges and universities. At the same time, the network assessment platform in martial arts course needs to be built to strengthen the process management of the assessment objectives and achieve the goal of promoting martial arts learning by usual assessment [8]. The martial arts syllabus will be put on the network, and students' completion will be reported monthly to further promote the completion for students' learning objectives.

4.5 Improving the ability of teachers to use the Internet and improving the quality of martial arts teaching in colleges and universities

Under the background of "Internet +", it is a trend for students to discuss problems and watch micro videos after class to acquire the latest knowledge through electronic devices such as mobile phones, computers, etc. Physical education is a discipline with strong practicality, which promotes the construction of Internet learning platform and can implement the reform of physical education teaching model from the source. Research on the reform of the new physical education teaching mode in the "Internet" era shows that many martial arts teachers in colleges and universities cannot keep up with the trend of the "Internet" era. This requires martial arts teachers to improve their professional abilities while keeping pace with the times, constantly in contact with new environments and new things, and improve their ability to use the Internet through continuous training and learning.

5. Conclusion

"Internet + martial arts teaching" is not a simple superposition of "Internet +" and martial arts teaching, but a deep integration of modern technology and martial arts teaching. The combination of online and offline martial arts teaching mode based on "Internet +" offers a new way of thinking and mode for martial arts teaching in colleges and universities. Martial arts teaching in colleges and universities has changed from simple classroom knowledge transfer to diversified learning methods, which are more in line with the characteristics of martial arts in colleges and universities.

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