

Research on the Living Inheritance Path of Ethnic Traditional Sports in Shaanxi Province in Colleges and Universities

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Abstract: In this paper, using of expert interviews, literature, questionnaires, logical analysis, mathematical statistics, empirical investigation, and network investigation, we study the current situation of the development of traditional ethnic sports in Shaanxi universities, find the problems in the development of traditional ethnic sports in Shaanxi universities, develop the essence of them, and provide theoretical support for the better development of traditional ethnic sports in Shaanxi universities. Through investigation and analysis, this paper puts forward corresponding suggestions for colleges and universities in terms of teachers' strength, curriculum content, students' activities and venue equipment.

1. Introduction

Traditional Chinese sports is the general term for sports activities inherited or passed down within one or more ethnic groups in the long history of the development of the Chinese nation. It mainly refers to the traditional activities of disease elimination, fitness and recreation among various ethnic groups in China. There are many kinds of traditional Chinese sports, including dragon boat, martial arts, shuttlecock, Taiji, bamboo volleyball, softball, hand-movement dance, bamboo shaking, etc. [1]. Among the Chinese traditional ethnic sports culture, Shaanxi Province has a long history and a long history of traditional ethnic sports culture. From the different regions of Shaanxi Province, the northern Shaanxi plateau, the southern Shaanxi mountainous region, and the Guanzhong plain have obvious differences in cultural, political, economic, and natural historical development, which have led to the formation of their own stable regional traditional ethnic sports characteristics and unique natural and regional cultures in each of the three regions of Shaanxi Province. Therefore, in the process of local school physical education, part of the traditional ethnic sports content can be well integrated into the modern physical education curriculum. The presentation of diverse and interesting traditional ethnic sports can broaden students' horizons, increase their insight, enable them to learn more about their ethnicity, build a sense of national pride and mission in the process of sports and

participation, and further stimulate the patriotic enthusiasm of young people [2].

Physical education and cultural activities in colleges and universities are important for the physical development and growth of students because of their special functions. Generally speaking, the aesthetic development function of campus physical culture activities for students is mainly manifested in the cultivation of healthy body and the beauty of knowledge and skills. In the process of campus physical activities, physical education teachers can use artistic movements and language to improve the traditional physical education teaching methods so that students can master physical skills on this basis. Some scholars think: "At present, most colleges and universities carry out option teaching and sports club teaching mode, students have greater autonomy in the process of physical education learning, students can choose their favorite and suitable items according to their interests, and the introduction of a large number of folk sports items, on the one hand, increases the options available to students, on the other hand, because of the folk items characteristics, students' surprise for folklore items makes folklore sports more likely to be favored by students, and a very important role of physical education is to enhance students' physical health and change students' sports values [3]."

At present, the Ministry of Education of the People's Republic of China is issuing more and more frequent requests for the inclusion of traditional ethnic sports in the classroom. On January 18, 2019, Chen Baosheng, the secretary of the Party Group and minister of the Ministry of Education of the People's Republic of China, in his speech entitled "Implementing, Implementing and Implementing Again" at the 2019 National Education Work Conference, it was clearly pointed out that "encourages the opening of sports programs with ethnic minority characteristics to radiate more schools to carry out good sports" and included soccer and sports with ethnic characteristics as a model project for universities [4]. The Ministry of Education of the People's Republic of China published a "construction plan" for China's education reform and development in 2019, which places ethnic sports in the "weak point" category. The Ministry of Education of the People's Republic of China published the "Construction Plan" of China's education reform and development in 2019, which put national sports in the "fundamental task of implementing moral education" and required the education system to implement the "Striving for Progress" [5]. In the "Outline of Physical Education Curriculum of National Higher Education Institutions" promulgated by the Ministry of Education of the People's Republic of China, the reform of physical education in colleges and universities has put forward very clear opinions and suggestions: the reform of physical education in colleges and universities should not only reflect the characteristics of physical fitness, but also have the role of promoting cultural learning, so the reform of physical education in colleges and universities of China should also highlight our national culture and the development of Chinese sports. This development idea adopts the excellent ideas in the development of western sports, and also inherits and carries forward the excellent parts of our traditional sports, so as to promote the comprehensive and rapid development of school sports and social sports in China [6].

2. Research Objectives and Methods

2.1. Research Objectives

This paper takes the current situation of traditional ethnic sports development in Shaanxi Province universities as the research object.

2.2. Research Method

2.2.1. Literature Method

In this paper, we collected books, monographs, documents and periodicals related to ethnic

traditions in sociology, folklore, culture, education, and physical education, etc.. According to the purpose and content of this research, we focused on the papers on ethnic traditional sports and physical education curriculum resources in Shaanxi Province in many domestic periodicals. In the Chinese Academic Database (CNKI), we checked the literature with "Shaanxi traditional ethnic sports", "folk sports", "traditional sports in colleges and universities", and "traditional sports in colleges and universities". We searched for key words such as "traditional sports in higher education" and collected more than 100 master's and doctoral theses and journal papers. We also screened, categorized and organized the relevant data and literature collected, so as to lay the foundation for the research of this paper.

2.2.2. Expert Interview Method

The teachers on the front line of physical education and research in Shaanxi Province were consulted and interviewed regarding the design of the questionnaire content, the current situation of the development of ethnic traditional sports courses in Shaanxi Province, the problems in the process of curriculum resource development and the main measures to solve them, in order to obtain the most authoritative theoretical views and valuable information.

2.2.3. Questionnaire Method

The survey is expected to issue 80 copies of questionnaires to each of the six universities in Shaanxi Province: Yan'an University in the plateau area of northern Shaanxi Province, Shangluo University in the mountainous area of southern Shaanxi Province, two universities in the Guanzhong Plain: Tibetan Minzu University and Xianyang Normal University, and two universities in Xi'an: Xi'an Institute of Physical Education and Sports and Xi'an Jiaotong University. 480 copies of questionnaires were distributed online, and 496 copies of questionnaires were actually distributed online. A total of 480 questionnaires were distributed, 496 questionnaires were actually distributed online, 496 questionnaires were collected, 467 questionnaires were valid, the recovery rate was 100%, and the questionnaire efficiency rate was 94%.

2.2.4. Mathematical and Statistical Method

Using data processing-related software and application statistics-related software, we summarize the various types of relevant data and information collected from the questionnaire, and perform the corresponding statistical processing, calculate the various types of data needed, and draw graphs.

3. Research Results and Analysis

3.1. Content of Ethnic Traditional Sports Activities in Shaanxi Universities

From Table 1, we can see that all six colleges and universities have included wushu in their compulsory physical education courses, and among them, Xi'an Institute of Physical Education has more contents and types in its compulsory courses than other schools, and is also the most professional; among the elective courses, all six schools have offered wushu and Taijiquan courses, and at the same time, wushu clubs exist in all student associations [7]. Combined with the other findings of this thesis, we can conclude that among the traditional sports in colleges and universities, wushu and Taijiquan, which require less teachers, venues and equipment, are less difficult for teachers to train and students to learn, and at the same time have strong fitness and recreational properties, can be carried out more widely and are more popular than other traditional sports [8].

Table 1: The content of traditional sports of Shaanxi college community

	Required Courses	Elective Courses	Student Clubs
Yan'an University	Folk sports culture of northern Shaanxi; waist drums; martial arts (boxing)	Flying gongs, drums and other gongs and drums; twenty-four styles of Taijiquan	Gongs and drums club; Ansei waist drum club; Martial arts club
Shangluo University	Martial arts (boxing)	Tai Chi Sword; Red Plum Sword; Nunchaku. Forty-two styles of Taijiquan	Guga Club; Martial Arts Club
Tibetan Minzu University	History of folk sports development; folk dance; martial arts (boxing)	Folk dance; fancy rope skipping; wrestling; ethnic sports; twenty-four styles of Taijiquan	Wrestling club; folk dance club; traditional sports training team; martial arts club
Xianyang Normal	Folk dance; martial arts (boxing); Taijiquan	Folk Dance; History of Folk Sports Development; Twenty-four Forms of Taijiquan	Waist Drum Club; Teacher and Student Waist Drum Team; Martial Arts Club
Xi'an Physical Education University	Wrestling; martial arts (knife, sword, stick, fist); Taijiquan; sparring; folk dance; history of folk sports development	Wrestling; martial arts (boxing, sword); Taijiquan (twenty-four, forty-two styles); Taiji sword; sparring; folk dance	Wrestling club; sparring club; wushu club; traditional sports training team
Xi'an Jiaotong University	Twenty-four styles of Taijiquan; Taiji Sword	Forty-two styles of Taijiquan, martial arts (fist and sword), folk dance, history of the development of traditional national sports	Dragon Dance Club; Lion Dance Club; Dragon Boat Club; Wushu Association; Sunshine Sports Dragon Boat Training Team

3.1.1. Status of Curriculum Development in Higher Education

In terms of theoretical courses, Shangluo University has poorer education on theoretical knowledge of traditional ethnic sports than other schools. This shows that the students' knowledge of ethnic sports needs to be improved, and there is a disconnection between theoretical knowledge and practical teaching of ethnic sports in schools, and the theoretical knowledge that students have cannot meet their needs in practice. In this issue, Yan'an University has done a better job, as it is one of the most representative universities in the northern Shaanxi plateau region, and the form and content of its teaching development itself has been borrowed and studied by some other institutions in the northern Shaanxi plateau region, and in terms of the content of ethnic sports activities, Yan'an University has a special compulsory course "Folk Sports Culture of Northern Shaanxi" to provide students with detailed education on ethnic sports, such as "The history and geographical attribution of folk sports culture in northern Shaanxi; the history of generation and development and the main contents, classification and characteristics. Systematic introduction to the origin, development, cultural background, development overview, heritage protection status and contemporary combination with national fitness in the development of regional drum arts in northern Shaanxi such as Ansei waist drum, Luochuan lame drum, Yichuan chest drum, Huanglong hunting drum, Zhidan fan drum, Huangling lifting drum, Luochuan opposite gong, Yichuan Hukou fighting drum, Fuxian flying gong, Shaanxi Yangge; the course will also systematically introduce the folk seasonal sports activities in northern Shaanxi and The basic content, form, activity methods and functional value of the Shaanxi folk educational sports activities [9]."

The intensity of the courses offered by the Tibetan Minzu University is lower than that of the Xi'an

Physical Education University, but the University pays more attention to training sports professionals for the development of Tibetan sports, and its graduates are found in sports management departments and schools at all levels in cities and counties throughout the Tibet Autonomous Region, becoming the backbone of sports management and school physical education, and making great contributions to the development of sports and school physical education in the Tibetan plateau [10]. They have made great contributions to the development of sports and school physical education in the Tibetan plateau.

Xi'an Physical Education University pays attention to physical education, has great innovation in physical education, and has ethnic sports content such as folk dance and martial arts present in its daily teaching. Xi'an Physical Education University offers a specialty in Shaanxi Province, Wushu and Traditional Ethnic Sports, and its wushu and wrestling programs have won many awards in various events. Xi'an Jiaotong University is unique in its curriculum development. The university has included the 24 styles of Taijiquan in the target teaching of students, and set up a mechanism to assess theoretical knowledge and practical ability, requiring students to pass the test related to the 24 styles of Taijiquan before they can complete their studies.

In general, the purpose of teaching in schools is to enable students to gain something in the process of learning, and in terms of students' learning effect, students' awareness of ethnic sports needs to be improved. This indicates that the students' awareness of ethnic sports needs to be improved, and there is a disconnection between theoretical and practical teaching of ethnic sports in some schools, and the theoretical knowledge that students have cannot meet their needs in the practical process.

3.1.2. Status of the Development of Student Associations

In terms of student associations, Xi'an Jiaotong University vigorously develops student associations, student clubs and other forms of student activities, and makes them an important vehicle for the comprehensive quality training of Xi'an Jiaotong University students. Through long-term practice, Xi'an Jiaotong University has found that rich and diverse student organizations play a very important role in strengthening Xi'an Jiaotong University's ability to promote national culture, prosper campus cultural life, and improve the aesthetic sensibilities of college students.

Although the school is not located in the birthplace of the Ansei drum, it has a special drum team and a drum club, and every year it conducts activities or performances with the theme of drums, and the Ansei drums are often performed in other activities held by the school. Xianyang Normal University has a special martial arts program and includes folk dance in its physical education activities. In the student activities, students of martial arts are also involved in the school teaching, teaching basic martial arts routines to students of other majors, and conducting martial arts teaching competitions according to the quality of teaching. The martial arts club, the drum club and other student organizations organize various ethnic sports activities on their own initiative, showing the continuous vitality of Xianyang Normal University in ethnic sports.

Yan'an University focuses on the cultivation of the Ansei Waist Drum program and has a good development of student clubs, including the Waist Drum Club, the Martial Arts Club, the Gong and Drum Club, and the Ansei Waist Drum Club. The Ansei Waist Drum Club of Yan'an University has participated in many large domestic and international events and has special teachers to instruct, and is a high level national traditional sports organization. By compiling the information, we can find that although colleges and universities have carried out some traditional ethnic sports activities, they lack creativity in the development of traditional ethnic sports activities or the content of the activities. It is difficult to attract more students to voluntarily participate in ethnic sports activities.

3.1.3. Status of Ethnic Sports Activities on Campus

In terms of the development of ethnic sports activities, Shangluo University has a good development of ethnic sports activities, the campus has a good atmosphere of ethnic sports activities, often carry out activities or events of traditional sports such as martial arts, climbing, and Bajaj, martial arts club and Bajaj club are also active in Shangluo University, at the same time, in the participation of a number of Shaanxi Province traditional sports games of ethnic minorities, achieved excellent results. Some of the events that they regularly participate in are betting, wrestling, cueball, board shoe racing, boxing gonglian huan 18 palms, Taijiquan, Taiji sword, red plum sword, nunchaku, etc. [11]. Although traditional ethnic sports activities are carried out, they are too competitive and require a certain level of physical fitness and athletic foundation, thus not many people participate in them, which does not allow more students to participate in traditional ethnic sports activities.

The various activities carried out by various student organizations at Yan'an University, and the activities are suitable for the local area, such as the "Ansei Waist Drum Night Party" and other special activities, which do not require high physical quality of students and have low difficulty, allowing more people to participate in the traditional national sports activities, which enriches the campus culture of Yan'an University. This has enriched the campus culture of Yan'an University and played an irreplaceable role in the construction of campus culture.

3.2. Features of Traditional Ethnic Sports in Shaanxi Universities

From Table 2, we can see that Yan'an University focuses on the cultivation of the Ansei Waist Drum program, and its students also prefer the Ansei Waist Drum program, and you can often see the drum performance by the students of the drum team in various activities of the university, and the student clubs also hold special activities such as the "Ansei Waist Drum Night Party". Among the student club activities, Yan'an University's Ansei Waist Drum Club has participated in many national and international events, and has a special teacher to guide it, which is a high level of traditional ethnic sports organization. The traditional folk sports activities of Shangluo University are often carried out according to the seasons, and teachers and students are mobilized to participate in them. From 2013 to 2018, Tibetan Minzu University has participated in numerous ethnic sports events, and has achieved remarkable results in high-foot racing, board shoe racing, folk dance, cueball, martial arts, fancy rope skipping, equestrian performance "horse tricks", crossbow shooting, standard crossbow, and traditional crossbow [12]. The school is characterized by its focus on competitive traditional ethnic sports, the number and variety of traditional ethnic sports content, and the wide range of choices for students. The martial arts program of Xi'an Sports College has excellent coaches of high national level and a high-level and high-quality faculty, and is an important base for martial arts development and training of martial arts talents in Northwest China. In competitive sports, it has trained several champions of world championships, Asian championships and national championships [13]. The Department of Wushu of Xi'an Sports College is known as the "cradle of champions" by industry insiders.

Among them, the Dragon Boat Club Sunshine Sports Team and the Dragon Dance Club often participate in various performances, and their training is organized by the students themselves, with group training held 2-3 times a week. Xi'an Jiaotong University has made 24-style Taijiquan a goal for its students and requires them to pass the 24-style Taijiquan test.

To sum up, colleges and universities should rely on the existing local traditional ethnic sports content, carry out teaching activities appropriately according to the local area, dig deeper into the development ways and methods of local characteristics of traditional ethnic sports projects, deepen the teaching of theoretical knowledge of ethnic sports while teaching activities, and increase the activities and publicity of traditional ethnic sports activities so that more people can participate in

them. Encourage students to form more ethnic sports clubs, ethnic sports clubs and other student organizations, which will enrich students' spare time and also help to improve students' awareness of traditional ethnic sports. While focusing on the joint development of competitive ethnic sports and leisure ethnic sports, schools can include a suitable ethnic traditional sports item in the target teaching of students (e.g. twenty-four styles of Taijiquan, Taiji stick, Taiji sword, etc.. in the ethnic traditional martial arts items) and set up a separate assessment mechanism for the content of the ethnic traditional sports target teaching.

Table 2: Characteristics of ethnic traditional sports development in Shaanxi universities

School	Featured
Yan'an University	Compulsory course of "Folk Sports Culture of Northern Shaanxi"; Ansei Waist Drum Club; Ansei Waist Drum Training Team; regular Ansei Waist Drum Night Party.
Shangluo University	Regular seasonal ethnic traditional sports activities such as ascent; betting plus associations.
Xizang Minzu University	Ethnic sports training teams; more types of traditional ethnic sports are conducted.
Xianyang Normal University	Ansei Waist Drum Club; Ansei Waist Drum Training Team; Martial arts students carry out martial arts teaching competitions.
Xi'an Physical Education University	Ethnic sports competition teams; making martial arts a mandatory course for all students.
Xi'an Jiaotong University	Make twenty-four styles of Taijiquan the target teaching for all students in the school; Dragon Dance Club; Lion Dance Club; Dragon Boat Club; Martial Arts Association; Sunshine Sports Dragon Boat Team.

3.3. Student Participation in Ethnic Traditional Sports in Shaanxi Universities

3.3.1. Forms of Participation

From Table 3, I found that 89.29% of students were exposed to ethnic traditional sports content through physical education classes, 57.17% of students were exposed to ethnic traditional sports through club activities, and 42.61% of students were exposed to ethnic traditional sports content through training in training teams. Therefore, we can know that the development of ethnic minority sports courses in schools, the inclusion of ethnic traditional sports in general physical education courses, the organization of ethnic traditional sports training teams, and the various activities carried out by student clubs are the main ways for students to be exposed to and participate in ethnic traditional sports in schools. The main way for students to be exposed to and participate in traditional ethnic sports content in school. Therefore, strengthening the teachers' strength and training of teachers in traditional ethnic sports, increasing the proportion of traditional ethnic sports in the physical education curriculum, encouraging students to participate in the daily training of traditional ethnic sports, encouraging students to form more ethnic sports clubs, ethnic sports clubs and other student organizations, and enriching the content of ethnic sports activities in students' spare time can make traditional ethnic sports The traditional ethnic sports can be carried out more enthusiastically [14]

By comparing the characteristic contents of the sample schools, we can find that the more students are exposed to and participate in ethnic traditional sports through student organizations such as clubs in schools with better construction of school student organizations, and conversely, the less students are exposed to and participate in ethnic traditional sports through student organizations such as clubs in schools with less construction of school student organizations. After the introduction of ethnic

traditional sports into colleges and universities, it has enriched the curriculum of college sports to a great extent and is an important part and organic supplement of college sports curriculum [15]. Combining the results of this questionnaire, we can find an interesting phenomenon that 87.15% of the students said they were exposed to traditional ethnic sports in physical education courses, and 12.85% of the students were not sure whether the contents of their classes belonged to traditional ethnic sports courses. Some students did not know that the content of Taijiquan and martial arts they learned also belonged to the scope of traditional ethnic sports, which reflected the decoupling between theoretical knowledge and practical teaching of ethnic sports in schools.

Table 3: Forms of students' participation in ethnic sports activities in Shaanxi universities (n=467)

Options	Subtotal	Proportion
Physical Education (compulsory, optional)	407	87.15%
Associations	267	57.17%
Training Team	199	42.61%
Performances	98	20.99%
Other	41	8.78%

3.3.2. Frequency of Participation

From Table 4, we can find that 26.50% of students in Xi'an Sports College, which focuses on competitive sports and has more ethnic traditional sports training teams, participate in ethnic sports three times a week or more, and 69.88% of students participate 1-2 times a week. Comparing with Shangluo University, 8.21% and 51.16%, although both colleges also focus on competitive programs, the frequency of students' participation in Shangluo University is significantly lower than that of Xi'an College of Sports. The frequency of holding activities is lower than that of Xi'an Sports College, and the frequency of students' practice for ethnic traditional sports in Shangluo University is also lower than that of Xi'an Sports College. Therefore, in terms of student club activities, colleges and universities can better carry out ethnic traditional sports by increasing the frequency of activities held by schools or clubs, expanding the size of clubs and the scale of club activities, and increasing the frequency of students' training for ethnic traditional sports content, and colleges and universities can better carry out ethnic traditional sports activities [16].

Table 4: The frequency of students' participation in ethnic sports in Shaanxi colleges and universities (n=467)

School	≥3 times/week	1-2 times/week	< 1 time/week	Total number of people
Yan'an University	13	43	18	74
Shangluo University	6	41	26	73
Tibetan Minzu University	12	49	16	77
Xianyang Normal	8	52	21	81
Xi'an Physical Education University	22	58	3	83
Xi'an Jiaotong University	13	55	11	79

3.3.3. Physical Education Curriculum and Ethnic Traditional Sports

From Table 5, we can see that, since physical education courses are an important force in the school's initiative to carry out traditional ethnic sports, 89.29% of the students are exposed to traditional ethnic sports through physical education classes, so the author investigated the college students' willingness to add or supplement the content of ethnic sports in the existing physical education classes. The above table shows that 95.07% of the students want to add or supplement the content of ethnic sports to the existing physical education curriculum. Therefore, the inclusion or

supplementation of ethnic sports in the existing physical education curriculum is in line with the expectations of the majority of the students, and the specific implementation will not be negatively affected by the ethnic sports content itself. Combined with the data obtained from this questionnaire, we can learn that the development of ethnic traditional sports has shown great potential, and most of the students have a strong interest in ethnic traditional sports, and by increasing the content of ethnic traditional sports courses and increasing the publicity of ethnic traditional sports content, as the students' understanding of ethnic traditional sports gradually increases, more students will begin to like ethnic traditional sports. Sports.

By compiling the questionnaire data, I found that the sports that more people participate in among schools at present are traditional three major sports and traditional three minor sports, with the proportion of participants being 41.97% and 42.83%, which is much more than other sports. Although the number of people participating in ethnic traditional sports in their spare time is small, accounting for 13.70% of the total proportion, there is still a certain foundation, which is conducive to the subsequent development and dissemination of ethnic traditional sports, a good phenomenon that shows us a better prospect for the development of ethnic sports. Although there are numerous national traditional sports in China, these sports are not better developed in the physical education curriculum of colleges and universities. Despite the continuous educational reform over the years, these traditional ethnic sports have been developed only in some professional sports colleges and universities, and there are still many problems in ordinary colleges and universities [17]. Therefore, for the current ethnic traditional sports in colleges and universities, the curriculum of colleges and universities is one of the more important aspects. Through Table 6, we can learn that 52.68% of the students think that 25%-49% of the total physical education curriculum would be more suitable, that is, the content of traditional ethnic physical education takes up 4 weeks to 8 weeks of the total 16 weeks, so we can deduce that more students will be satisfied when traditional ethnic physical education takes up 25%-49% of the total general physical education curriculum. This creates some value for the adjustment of our general physical education curriculum or the promotion of ethnic traditional sports.

Combined with the findings reflected by other survey results of this questionnaire, 52.32% of students participated in ethnic traditional sports activities through school-level activities. Therefore, in the subsequent development process, schools can strengthen the publicity effect of ethnic traditional sports content by adjusting the percentage of ethnic traditional sports courses, holding various types of ethnic traditional sports activities, sports games performances, class competitions, etc. to drive more people to participate in this activity.

Table 5: Students' willingness to include or supplement ethnic sports content in existing physical education classes (n=467)

Options	Subtotal	Proportion
Hope	444	95.07%
Do not want	23	4.93%

Table 6: Proportion of ethnic sports content among physical education courses desired by students in Shaanxi universities (n=467)

Options	Subtotal	Proportion
0% - 24% of total courses	109	23.34%
25%-49% of total courses	246	52.68%
50%-74% of total courses	91	19.49%
75%-100% of total courses	21	4.5%

3.4. Factors Affecting College Students' Participation in Ethnic Traditional Sports Activities

By compiling the data in Table 7, I found that the subjective factors affecting college students' participation in ethnic traditional sports are mainly: lack of appropriate programs, instructors, venues and equipment, while the objective factors affecting college students' participation in ethnic traditional sports are mainly: organization, peers, curriculum, time, interest, opportunity to demonstrate and knowledge of ethnic sports. After the survey, most of the students think that the interest in traditional ethnic sports and the availability of sufficient demonstration opportunities are not the most important factors affecting their participation in ethnic sports activities, but the main factors are still focused on the school's curriculum and management organization, among which, the lack of effective organization is the biggest factor that students think affects their participation in traditional ethnic sports activities, accounting for 56.96% of the total. 56.96%, the author believes that schools can strengthen themselves in the organization of activities by increasing the activities organized by the school, the activities of student clubs, and the activities organized by students on their own initiative at three levels [18]. According to the results, most people think that the school itself is not strong enough to carry out ethnic sports activities and the publicity is weak. Many people are willing to get in touch with the content related to ethnic traditional sports, but the school organizes and carries out too little related content or is specialized, and the existing ethnic traditional sports activities and content cannot meet the needs of the majority of students, which are the urgent need for improvement in ethnic traditional sports in schools. This is the content that needs to be improved [19].

Table 7: Factors influencing college students' participation in ethnic sports activities (n=467)

Options	Subtotal	Proportion	Ranking
Lack of appropriate items	227	48.61%	2
Lack of effective organization	266	56.96%	1
Lack of companions	172	36.83%	4
Lack of instructors	206	44.11%	3
Lack of space	179	38.33%	5
Lack of appropriate courses	206	44.11%	3
No time	130	27.84%	7
Not interested	68	14.56%	10
Lack of equipment	124	26.55%	8
Lack of showcase opportunities	79	16.92%	9
Lack of knowledge about national sports	150	32.12%	6

The lack of appropriate programs, the lack of instructors, and the lack of appropriate curriculum and venues are all important factors that students believe affect their participation in ethnic sports activities, and thus we can see that the school has the most significant influence on the development of students' ethnic sports activities. On the lack of ethnic traditional sports programs, schools can vigorously develop the special ethnic traditional sports programs in the region, carry out ethnic traditional sports activities according to local conditions, and integrate these programs into the teaching process of physical education courses; at the teacher level, schools can strengthen the training of existing teachers, improve the teaching quality of existing teachers, hire experts to give lectures and other ways to strengthen the teachers' strength in colleges and universities; on the ethnic In the process of traditional sports courses, colleges and universities should search and explore the traditional sports that can be simplified and promoted, and make soft transformation of sports load, sports form and field equipment to make them suitable for a wider range of people to participate in ethnic sports [20].

4. Conclusions and Recommendations

4.1. Conclusion

(1) There is still a lack of teachers of ethnic traditional sports in Shaanxi universities, and the curriculum is less arranged. After investigation, when the content of ethnic traditional sports accounts for 25%-49% of the total hours of general physical education courses, it can meet the needs of more people.

(2) The publicity and popularization of ethnic traditional sports are slightly lacking, and the amount of students' knowledge about ethnic traditional sports is generally low. 12.85% of the students are not sure whether the content they learn such as martial arts or Taijiquan belongs to ethnic traditional sports or not, and the degree of awareness of ethnic traditional sports needs to be improved. This shows that there is a decoupling between the teaching of theoretical knowledge and practical teaching process of ethnic sports in schools.

(3) Ethnic traditional sports can be welcomed by 95.07% of students, and college students have a positive attitude towards the development of ethnic traditional sports. Only 4.93% of the students do not want to add or supplement some ethnic sports content to the existing physical education curriculum.

(4) The number of students who still actively participate in traditional ethnic sports in their spare time accounts for 13.70% of the total number of students, which is much less than 41.97% of the students who participate in the traditional three major sports, but still has a certain mass base.

(5) 52.32% of students participate in ethnic sports through school-level activities, 44.89% participate in ethnic sports through faculty-level activities, and 87.15% participate in ethnic sports through physical education classes, which is a very important platform in the process of developing ethnic traditional sports.

(6) Some ethnic sports put too much emphasis on people's cardiorespiratory endurance, physical fitness, and technical skills, making it more difficult to promote them (e.g., high-footed racing, betting plus, etc.). At the same time, some projects focus too much on the venue and equipment, making it difficult to carry out the project (such as equestrian, crossbow shooting, etc.).

4.2. Recommendations

(1) Colleges and universities should develop more rich and diverse traditional ethnic sports programs that can attract students' interest, and develop and carry out more traditional ethnic sports activities suitable for students in their own regions according to the characteristics of each region. Open elective courses of ethnic traditional sports programs and increase the number of elective courses of ethnic traditional sports programs so that students can have more choices.

(2) Strengthen the teachers' strength in traditional minority sports in schools, enhance the training of teachers, and improve the curriculum so that the content of traditional ethnic sports accounts for 25%-49% of the total lesson time in the physical education curriculum.

(3) Schools should increase the activities and propaganda of traditional ethnic sports activities so that more people can participate in them. Encourage students to form more ethnic sports clubs, ethnic sports clubs and other student organizations to enrich the content of ethnic sports activities in students' spare time.

(4) Organize students to participate in various kinds of ethnic traditional sports competitions, encourage students to show their skills, establish and improve the student competition mechanism and training mechanism of ethnic sports, and carry out ethnic activities in the form of parties and dances to stimulate the interest and enthusiasm of the majority of students to participate in ethnic sports. Carry out traditional folk festival sports activities such as kite flying and high altitude climbing,

so that more students can experience the unique charm that ethnic traditional sports have and more students can participate in them.

(5) Find and explore the traditional ethnic sports that can be simplified and promoted, and make soft modifications to the exercise load, exercise form, and venue equipment for some of the suitable items, so that they can be suitable for more people to participate in ethnic sports.

(6) Encourage student groups and student organizations related to ethnic traditional sports to instruct and teach other students the knowledge, techniques and skills related to ethnic sports on campus, and can use teaching competitions to drive the enthusiasm of the general students for ethnic sports.

(7) Schools can include an appropriate ethnic traditional sports program in the target teaching for students (e.g. ethnic traditional martial arts program, twenty-four styles of Taijiquan, Taiji stick, Taiji sword, etc.), and set up a separate assessment mechanism for the content of ethnic traditional sports target teaching.

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