

The research on the fuse of martial arts teaching and traditional Chinese etiquette

Shengjie Chao¹ and Xuemeng Wu^{2,*}

¹College of Teacher Education, Lishui University, Lishui, Zhejiang, 323000

²College of International Students, Southeast University, Nanjing, Jiangsu, 210000

Corresponding authors: (e-mail: 101011526@seu.edu.cn).

Abstract martial arts is one of the cultures that has been inherited and carried forward in China's long history and civilization. People's impression of martial arts is a simple boxing, but it can not fully reflect the essence of Chinese martial arts. The essence of martial arts is in the process of spreading traditional martial arts teaching and spreading Chinese traditional culture. Let many martial arts fans be constantly influenced by the cultural etiquette in martial arts. In the process of martial arts education, including the layout of competition venues, the exchange with teachers, martial arts instruments and clothing, the form of competition, all contain the elements of "etiquette" in Chinese culture. In the teaching of martial arts, we should integrate the "etiquette culture" into the curriculum, which influences the learners' behavior, and thus achieve meaningful life goals. The so-called moistening material is silent, which means the long-term latent education.

Index Terms martial arts, civilization, arts education, etiquette

I. Introduction

This research focuses on the goal of the fuse of martial arts teaching and traditional etiquette culture in China. The "etiquette culture" in martial arts culture is divided into: general standard and special standard, and the general standard of martial arts teaching is determined as: "Restrain yourself and conform to the etiquette and to study martial arts spirit", Integrate the school teachers' understanding of "etiquette culture" in and martial arts into classroom teaching, Enrich and standardize martial arts education courses, infiltrate relevant theoretical knowledge of "etiquette culture" in martial arts into classroom teaching, cultivate students' strong interest in boxing teaching, learn from etiquette education methods such as judo and Taekwondo, take its essence and discard its dross. At the same time, the teaching mode of martial arts classroom should be flexible and diverse. Teachers should create more teaching situations and carry out experimental links so that students can actively invest in classroom teaching. At the same time, we should also increase the cultivation of professional knowledge of martial arts teachers, so that martial arts teachers become the campus promoters of Chinese martial arts "etiquette culture". It also makes the "etiquette culture" in Chinese martial arts spread more smoothly on campus. This good Chinese martial arts etiquette culture element is internalized into the behavior criterion of learners, and then the positive talents who form the excellent moral character and social demand with both morality and talent are cultivated. It also provides the necessary theoretical basis for the inheritance and development of martial arts "etiquette culture" in the course of higher education in China.

The vigorous development of Chinese martial arts is witnessing the sustainable development of Chinese civilization. It not only represents the essence of China's ancient civilization, but also represents the intelligence of our people, the cultural essence of the Chinese nation, and the Chinese civilization unmatched by other countries. Martial arts teaching not only affects the development of Chinese martial arts, but also continuously affects the development of school physical education curriculum [1]- [3]. Excellent martial arts education has been used as the dissemination and use of orthodox ideas. From a practical point of view, doing a good job in the classroom teaching of "etiquette culture" of campus martial arts is the inevitable requirement of the vigorous development and change of the times and the inevitable need of the vigorous development of social progress. Through the "etiquette culture" class of Chinese martial arts, we can establish excellent ideological character in the hearts of learners. In this way, in the future, it can not only help to maintain the stability and peace of people's social life, but also further show the beautiful image of the Chinese nation focusing on politeness, and further improve the international image and influence of the Chinese nation [4]- [6].

In the article, we visited some famous experts and scholars around us to ask for advice on the current situation of martial arts development among Chinese college teachers and the specific situation of schools that have carried out martial arts education in Colleges and universities, Put forward a more comprehensive and scientific basis for the writing of this paper. In the article,

logical analysis is also a very key research method, because the article analyzes and combs the relatively confusing words of etiquette, etiquette culture education, martial arts etiquette culture education, and martial arts etiquette, so as to make its definition clearer and bring convenience to the further research in the future [7].

II. The present situation and cause analysis of martial arts etiquette culture education in martial arts teaching

II. A. Attitude is biased

According to the data, 11 martial arts teachers in 20 school martial arts teachers who visited the university put forward suggestions on reform and innovation of the sport, accounting for 55%;Five teachers thought that the course should be stopped, and that martial arts teaching was a waste of time;Another three teachers ignored the "etiquette culture" in martial arts,It is considered that the focus of classroom teaching is the improvement of martial arts skills (see Table 1).

Table 1: Attitude of martial arts teachers towards traditional martial arts etiquette

attitude	Number of people	% of
All inheritance	1	5.0
All repeal	5	25.0
Inheritance and reform coexist	11	55.0
ignore	3	15.0

Through the research, among the learners of martial arts, consider the proportion of traditional martial arts should be Inheritance and reform coexist is more than 50%, 29.6% of them ignored the "etiquette culture" in martial arts, 14.3% of them think it should be eliminated comprehensively, and 6.1% of them think it should be inherited comprehensively (see Table 2).

Table 2: Attitude of students towards traditional martial arts etiquette

attitude	Number of people	% of
All inheritance	23	6.1
All repeal	54	14.3
Inheritance and reform coexist	189	50.0
ignore	112	29.6

The above information also shows that in the understanding of traditional martial arts etiquette, the thoughts of martial arts teachers and learners are lack of clear understanding, and the cognition and treatment of "etiquette culture" are extreme and biased. Whether it is advocated to all inheritance, all repeal or ignore it, it is very negative, lack of deep-seated research and reflection, so we can not realize the significance of the traditional "etiquette culture" significance of the times and practical significance.

II. A. 1) Not deep understanding

Of the 20 martial arts teachers surveyed in this study, 75% of them regard the "etiquette culture" in martial arts as a way of expression of professional ethics, 45% of them think that "etiquette culture" in martial arts is the embodiment of China's long civilization, which also shows that the martial arts teachers' understanding of "etiquette culture" in martial arts is quite in-depth. However, 15% of teachers still think that "etiquette culture" in martial arts is a superficial image, while 65% of teachers think that "etiquette culture" is a means of communication (see Table 3).

Table 3: Martial arts teachers' knowing and understanding of martial arts etiquette

	Surface form	The embodiment of morality	Communication means	national culture
Quantity	3	15	13	9
% of	15.0	75.0	65.0	45.0

According to the investigation, only 63% of the students in the national universities and martial arts colleges consider martial arts etiquette as the expression of national virtues, and only 31% realize that the "etiquette culture" in martial arts is the embodiment of national civilization;37.6% of students thought martial arts etiquette was just perfunctory and extensive superficial articles, while25.9% felt martial arts etiquette was only a social means (see Table 4).

This also shows that many martial arts teachers in Colleges and universities have different understanding of "etiquette culture". Although many teachers have beSpear to realize the existence value and social education effect of "etiquette culture" in martial arts, some teachers still have a superficial understanding of "etiquette culture", this is extremely disadvantageous to publicize the knowledge of "ritual culture" to learners and instill their ideological essence, and there are also a large number of martial arts learners who lack enough understanding of the deep-seated connotation of martial arts, and lack of enough understanding of the thought of "etiquette culture" in martial arts.

Table 4: Students' knowing and understanding of martial arts etiquette culture

	Surface form	The embodiment of morality	Communication means	national culture
quantity	142	238	98	117
% of	37.6	63.0	25.9	31.0

III. Methods and techniques to solve the shortage of martial arts etiquette culture teaching in school

III. A. Comparative analysis of etiquette culture martial arts teaching and normal teaching

Students are the object of education, and teachers are also the main body in the classroom, so what kind of teaching methods and how to educate students is very important for scholars. Because society and human beings also occur with the changes of things, the same is true in the process of martial arts education for students. Can the old and monotonous traditional teaching mode still meet the students' desire for martial arts, or is the current traditional teaching mode no longer the mysterious and novel pursued by learners, And has a kind of discipline which belongs to its own characteristics.

III. A. 1) Investigation and analysis of traditional martial arts teaching mode

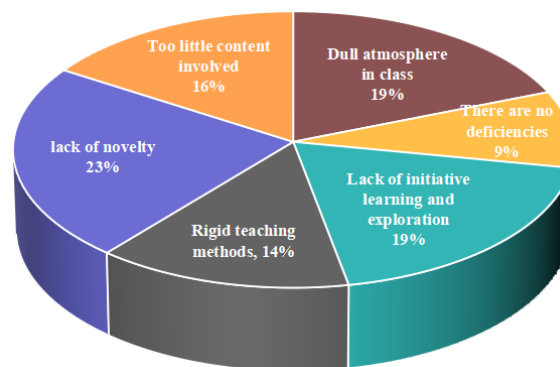


Figure 1: Investigation of traditional martial arts Teaching Mode

Traditional sports majors such as martial arts and ethnic minorities are the main ways to inherit and develop traditional martial arts culture. In the process of education, students' emotions must be the main body. When teaching basic knowledge and skills training, students should avoid the students' boredom and weak emotion in the process of practice. In the results of the investigation of the traditional Chinese martial arts education, 14% of the students think the teaching method is rigid; 19% of the students thought the atmosphere of the course was dull and lacked active practice and inquiry; 16% and 23% of the students thought that there was no fresh and interesting content in the classroom, the rigid curriculum setting and the dull atmosphere in the classroom. Therefore, the students' initiative to carry out martial arts is affected.

III. A. 2) The investigation and analysis of the teaching mode of martial arts in etiquette culture

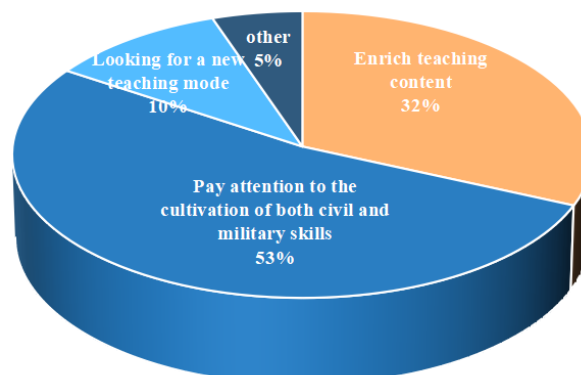


Figure 2: Investigation on the teaching mode of etiquette culture martial arts

In Figure 2, 31.6% of the students proposed that they should enrich the classroom content in the process of studying the traditional culture and martial arts teaching mode; 52.6% of the people proposed to pay attention to both culture and martial arts; 10.5% of the students suggested finding new teaching methods, and students chose other ways. Therefore, the classroom teaching of martial arts needs to find new teaching methods, and better teach students martial arts and "etiquette culture" through the new teaching method, understand traditional culture and be influenced by it.

III. A. 3) Analysis of the reform intention of martial arts Teaching

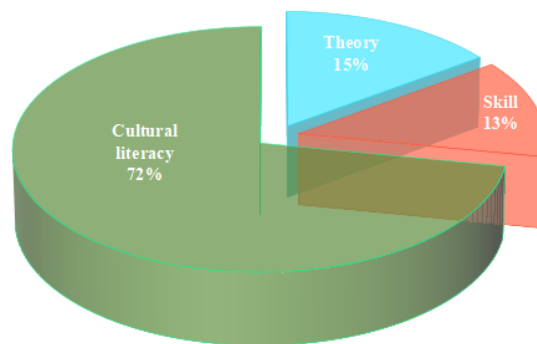


Figure 3: Innovation intention of martial arts Teaching Mode Reform

In Figure 3, when focusing on the reform of teaching mode, 72% of the people put forward the Reform Opinions and should improve their cultural quality, 13% think that innovation lies in the improvement of professional skills, and 15% think that the innovation points of teaching methods can be set on the basic knowledge. The data show that the traditional martial arts course can not meet the students' demand for study. For the innovation of traditional Chinese etiquette integrated education, how to adapt to the needs of learners is also found and discussed by teachers and learners in the actual process.

III. B. Analysis of students' attitude towards the teaching mode of martial arts in etiquette culture

III. B. 1) Analysis of students' attitude towards martial arts teaching mode

In the process of experimental research on the reform of the teaching system of martial arts education of etiquette culture, we will further explore the specific feasibility and operability of the reform of the martial arts education system which is integrated with culture, and discuss the students' views on the teaching methods of traditional etiquette culture martial arts education. The cultural fuse of Art (calligraphy, poetry and the elements of Chinese traditional culture etiquette) and the recognition of martial arts are systematically studied.

Analysis of the recognition degree of practical exploration in the teaching of etiquette culture martial arts

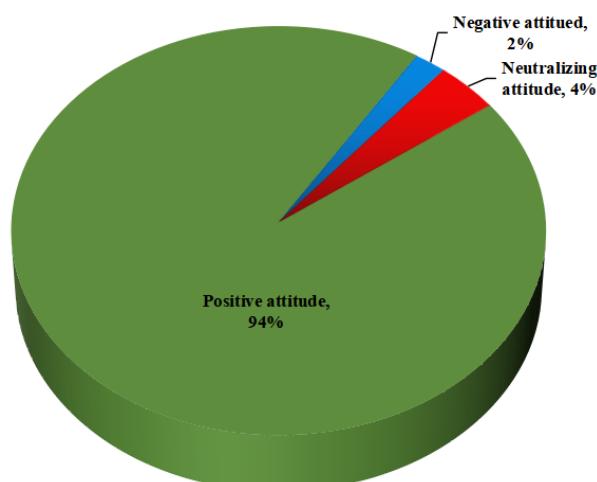


Figure 4: Attitude Identification Survey of the exploration and Research on the teaching mode of etiquette culture martial arts

From Figure 4, we can see that among all the subjects, 94%, 2% and 4% of the people who hold positive, negative and neutral views on the practical methods and should be promoted in the traditional martial arts education are respectively.

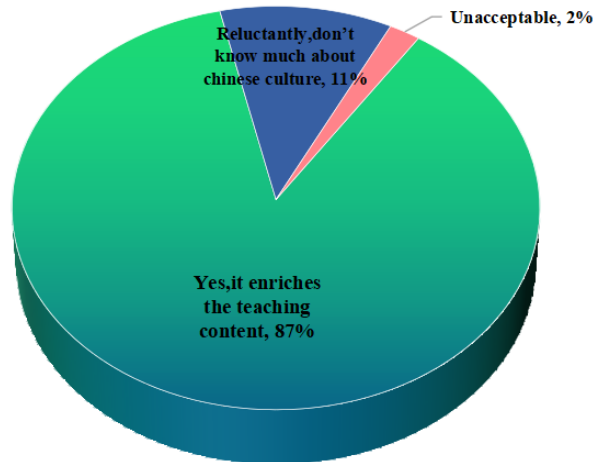


Figure 5: We accept the combination of calligraphy, poetry, and other contents containing Chinese traditional cultural etiquette factors with martial arts teaching content

According to Figure 5, 87% of the people think that they can accept the content of combining calligraphy and poetry with Chinese traditional culture etiquette factors with martial arts teaching, and they think it is rich in content. 11% think that there is a reluctant mentality due to their lack of understanding of Chinese culture. Only a few 2 per cent of the people think it is unacceptable.

The discussion of new martial arts teaching is a new teaching mode for traditional martial arts courses. It is expected to combine calligraphy, poetry and other teaching contents with martial arts courses, so as to improve students' enthusiasm for martial arts courses, mobilize students' interest in things, and enable them to gradually develop the spirit of independent learning and actively explore the unknown. From the analysis of the attitude towards whether the etiquette culture martial arts teaching should be carried out, 94% of the people hold a positive attitude; 2% and 4% of the students are negative and neutral. The results show that most students are in favor of the innovation of the teaching content of martial arts and national traditional physical education. As for the attitude of combining calligraphy, poetry and other educational contents with etiquette elements in China's traditional culture with modern martial arts teaching, the research results show that 87% of people feel that integrated education can be realized and such courses are relatively rich; While 11% and 2% thought it was too reluctantly or even unacceptable. In addition, due to the lack of understanding of education in some schools, students are unable to contact or even barely adapt in the process of contacting new content.

III. C. Effect analysis of martial arts teaching mode of etiquette culture

The main reform and innovation of the course is to find out the factors that can improve students' enthusiasm for martial arts Course in the traditional teaching mode and teaching methods while ensuring the realization of the original teaching plan objectives, and master the basic knowledge and improve professional skills in the new teaching methods. Martial arts education is not only the teaching of body movements, but also the education of human quality. Through the in-depth study and discussion of this teaching mode, we will have a deeper understanding of the basic knowledge of martial arts and the objective evaluation of the most subjective experience and educational objectives of martial arts.

III. C. 1) Analysis on improving students' awareness of martial arts Culture

Through of experimental research on cultural fuse and martial arts teaching mode, 95% of the research objects said they had a certain understanding of Chinese martial arts culture and more understanding of the past. Only 5% of the research objects said they did not understand it. To a certain extent, it is also of auxiliary significance for students to understand Chinese martial arts Culture in the process of receiving Chinese traditional etiquette and integrated education.

III. C. 2) Students' analysis of martial arts teaching content

Through of exploring the traditional spiritual etiquette culture martial arts course, students can quite agree with this new training method, but in the process of investigation, 21.1% thought it was OK and 68.4% thought it was possible but quite difficult to create a new routine containing the etiquette elements of China's traditional socialist civilization, Another 10.5% thought it was too difficult.

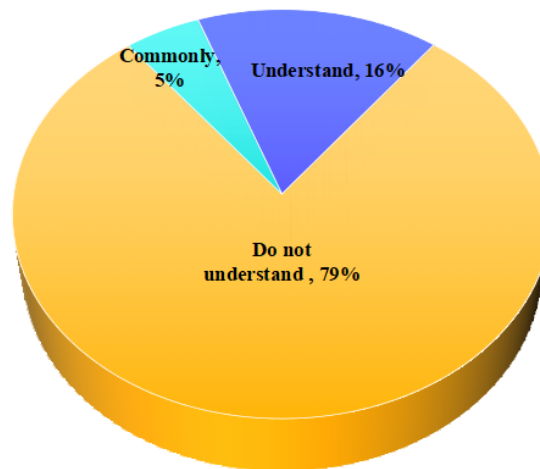


Figure 6: Survey of martial arts culture cognition

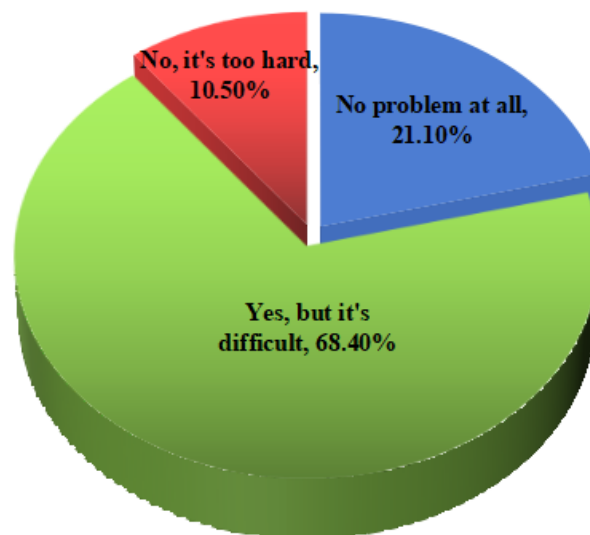


Figure 7: Analysis of the creative ability of martial arts Teaching on cultural fuse after practice

From the above survey, it can be seen that although the new martial arts teaching mode has just be spear to explore, there is no complete teaching mode and scheme, and it can not effectively achieve the expected teaching objectives. However, in the process of implementation, students majoring in martial arts and Chinese folk traditional sports still have a high recognition of the traditional etiquette culture martial arts teaching mode. However, because the theoretical and basic knowledge is relatively weak and the cognitive level is generally poor, students are often unable to quickly absorb the knowledge of the course when contacting the new teaching content. In addition, due to the low level of contact and mastery of China's traditional cultural etiquette, the school is limited to the basic theories and skills of martial arts in the new curriculum, ignoring the key teaching connotation of inheriting and promoting China's traditional cultural etiquette. While constantly exploring and practicing, the integrated teaching method not only enhances the power of learners' autonomous learning, but also stimulates the desire of learners' self-expression.

IV. Conclusions and suggestions

The "etiquette culture" in martial arts Sports carries the historical accumulation of Chinese civilization. Its content is irreplaceable from thought to practice. In the process of martial arts communication, it is necessary to highlight the important significance of "etiquette culture", and attach importance to the dissemination and training of martial arts etiquette culture. Martial arts etiquette and culture education is the cultivation of the character and spirit of the students, not only in teaching, practice, competition, performance, but also in the ordinary life, permeate in all aspects of life.

We should determine the goal of martial arts etiquette culture education: "Restrain yourself and conform to the etiquette and

to study martial arts spirit", to consider the learners' understanding goal, affection goal and activity goal of martial arts etiquette culture education, and integrate them into classroom teaching, and guide teachers to carry out education, so that learners can change from passive learning to self-study.

Data Availability

The experimental data used to support the findings of this study are available from the corresponding author upon request.

Conflicts of Interest

The authors declared that they have no conflicts of interest regarding this work.

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