

Research on the implementation strategies of Tai Chi course in higher vocational colleges from the perspective of excellent traditional Chinese culture

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Abstract: From the perspective of China's excellent traditional culture, this study explores the strategy of implementing the Tai Chi curriculum in higher vocational colleges, analyzes the relationship between traditional culture and Tai Chi, and proposes strategies from the aspects of curriculum settings, teaching methods, etc., to enhance students' understanding and skills of Tai Chi and inherit excellent traditional culture.

Key words: Tai Chi in higher vocational school; traditional culture; curriculum implementation strategy

1 The relationship between excellent traditional Chinese culture and higher vocational Tai Chi curriculum

1.1 The connotation of excellent traditional Chinese culture

China's excellent traditional culture has a long and profound history. It is the spiritual life and unique symbol of the Chinese nation, covering multiple fields such as philosophy, morality, literature, art, technology, with rich connotation and value. Among them, Tai Chi, as one of the representatives of traditional Chinese martial arts, contains deep excellent traditional Chinese cultural heritage. Tai Chi emphasizes the concepts of using softness to overcome hardness, countering movement with stillness, and achieving harmony and integration, which reflects the ideological ideas of yin and yang in traditional Chinese culture and harmonious coexistence. At the same time, the practice of Tai Chi focuses on the physical and mental integration, as well as the cultivation of both internal and external aspects, and is in line with the concept of self-cultivation and moral cultivation in traditional Chinese culture. In addition, Tai Chi also carries the content of etiquette, morality, philosophy and other aspects of traditional Chinese culture, and is an important part of China's excellent traditional culture. Therefore, from the perspective of excellent traditional Chinese culture, the implementation of high school Tai Chi course is of great significance and value.

1.2 The characteristics of the Tai Chi course of higher vocational school

First of all, the higher vocational Tai Chi course focuses on practice. Through actual action exercises, students master the skills and essence of Tai Chi. This practice-oriented teaching method helps students better understand and apply the principles of Tai Chi. Secondly, the course emphasizes both internal and external training. Tai Chi not only requires the body's coordination movement, but also pays attention to the inner peace and focus of the heart. In high school Tai Chi

course, students will learn how to achieve physical and mental harmony through the control of breathing and thoughts. In addition, the higher vocational Tai Chi course has the significance of cultural heritage. Tai Chi, as a part of China's excellent traditional culture, carries rich philosophical thoughts and values. By learning Tai Chi, students can understand and inherit the essence of traditional Chinese culture. Finally, the course has personalized characteristics.

2 The current status and problems of implementing Tai Chi course in higher vocational schools

2.1 Implementation status of Tai Chi course in vocational colleges

At present, the Tai Chi course has been carried out to a certain extent in some colleges. Some higher vocational colleges include Tai Chi into the sports curriculum system and set up special teaching time and teaching content. Some schools also organize Tai Chi Clubs or interest groups for students to choose and participate in. In terms of teaching methods, most teachers adopt a combination of traditional demonstration and explanation, emphasizing the standardization of movements and the teaching of action. At the same time, some teachers have tried to use modern education technology, such as multimedia teaching, online teaching, which enriches teaching methods [1]. However, there are still some problems in the implementation of the Tai Chi course. First of all, students have insufficient cognition and interest in Tai Chi. They believe that Tai Chi is too slow and lacks vitality, and do not know enough about the value and significance. Secondly, the teaching content and teaching methods are relatively single, lack of innovation and personalization, and it is difficult to meet the diverse needs of students. In addition, insufficient teachers are also a prominent problem. Some teachers' professional literacy and teaching level need to be improved. Finally, the curriculum evaluation system is not perfect, and pays too much attention to the skill assessment, ignoring students' learning process and comprehensive quality evaluation.

2.2 Existing problems in the implementation of Tai Chi course in higher vocational colleges

At present, there are the following problems in the implementation of Tai Chi course. (1) A single teaching method: Some teachers still use traditional explanation demonstration methods, which lack innovation, and are difficult to stimulate students' interest in learning. (2) Old courses: The courses fail to fully combine China's excellent traditional culture, and lack in-depth excavation of the cultural connotation of Tai Chi. (3) The teaching evaluation is unscientific: The course evaluation focuses too much on skill assessment and has ignored students' ability to understand and apply Tai Chi culture. (4) Insufficient teachers: There are relatively few professional Tai Chi teachers, and the teaching level is uneven. (5) Students' enthusiasm for learning is not high: Students have insufficient understanding of Tai Chi, and believe that it is just a simple exercise, lacking the motivation to learn. (6) Inadequate teaching facilities: The lack of special Tai Chi teaching venues and equipment has affected the teaching effect. (7) Unreasonable curriculum settings: Insufficient classroom arrangements cannot meet the needs of students' in-depth learning. (8) Not closely integrated with excellent traditional culture: In teaching, the close connection between Tai Chi and traditional Chinese culture has not been fully reflected, and it is difficult for students to understand the essence of the culture.

2.3 Analysis of the causes of problems

There are some problems in the implementation of higher vocational Tai Chi, and the reasons for it are multifaceted. First of all, the insufficient understanding of the connotation and value of China's outstanding traditional culture has led to a lack of targeted and innovative curriculum design and teaching methods. Secondly, inadequate teaching resources, including teaching materials and teachers, have limited the development of the course and the improvement of quality. In addition, students' interest and participation in Tai Chi are not high, which is also one of the factors that affect the effect of the curriculum. In response to these issues, we need to strengthen the research and inheritance of China's excellent traditional culture, improve teachers' professionalism and teaching skills, enrich teaching resources, innovate teaching

methods, and stimulate students' learning interests and participation, so as to improve the implementation effect and quality of Tai Chi courses in higher vocational education.

3 The implementation strategy of the Tai Chi course in higher vocational schools under the perspective of China's excellent traditional culture

3.1 The determination of course goals

When determining the course goal, the connotation and value of China's excellent traditional culture should be fully considered. First of all, it is clear that Tai Chi is an important part of traditional Chinese culture. The goal of the curriculum is not only to teach technical actions, but also to cultivate students' awareness and understanding of traditional culture. Through the study of Tai Chi, students can understand the philosophical thoughts, moral concepts and aesthetic tastes of traditional Chinese culture. Secondly, the course goal should focus on cultivating students' physical and mental health. Tai Chi, as an exercise of physical and mental integration, can improve and enhance students' physical fitness. At the same time, it also helps regulate psychological state, relieve stress, and cultivate students' willpower and concentration. In addition, the course goal should also include training students' teamwork spirit and social responsibility. The practice of Tai Chi usually requires the participation of multiple people. Through teamwork, students can learn to cooperate with each other, support each other, and develop team consciousness and cooperation capabilities [2].

3.2 The selection of course content

China's excellent traditional culture has a long and profound history, which is the treasure of the Chinese nation. Tai Chi, as an important part of traditional Chinese culture, has deep cultural connotation and unique fitness value. From the perspective of China's excellent traditional culture, this part will explore the content selection strategy of the Tai Chi curriculum in higher vocational colleges. First of all, the representative Tai Chi routines should be selected. There are many schools of Taiji, such as Chen style, Yang style, Wu style, martial arts, Sun style, each with its unique style and characteristics. In terms of the course content selection, teachers can choose one or two representative schools based on students' interests and actual situation, so that students can understand the diversity and richness of Tai Chi. Secondly, the cultural connotation and philosophy of tai Chi should be paid attention to. Tai Chi is not only a kind of martial arts, but also a manifestation of culture and philosophy. In the teaching process, we should pay attention to explaining the cultural connotation and philosophical thoughts of Tai Chi, such as yin and yang balance, softness to overcome hardness, and naturalness, so that students can learn about the essence of traditional Chinese culture while learning Tai Chi. Finally, the content and teaching form should be innovated in conjunction with modern education concepts and methods. In the choice of curriculum content, modern education concepts and methods, such as multimedia teaching, practical teaching, case teaching, can be combined to innovate the content and teaching form of the curriculum, and improve students' learning interest and effectiveness [3].

3.3 The innovation of teaching methods

In terms of teaching methods, we can introduce diversified teaching methods to enhance students' interest and understanding of Tai Chi. For example, multimedia resources can be used to display Tai Chi's historical and cultural background, action demonstration and practical applications of Tai Chi, so that students can feel the charm of Tai Chi more intuitively. At the same time, combining teaching with modern education technology, such as virtual reality (VR) or augmented reality (AR), can make students experience the beauty of Tai Chi in their own context. In addition, teachers can encourage students to communicate and learn from each other through group cooperative teaching, thereby cultivating their teamwork spirit and competitiveness. They can also organize Tai Chi competitions or performance activities to provide students with a platform to show themselves and enhance their self-confidence and sense of accomplishment. In the

process of teaching, emphasis should be placed on heuristic teaching, guiding students to think independently and explore the connotation of Tai Chi. Through questions, discussions, etc., students' learning enthusiasm and initiative are stimulated, and their innovative thinking and problem-solving abilities are cultivated. Finally, we can integrate Tai Chi and other disciplines, such as Chinese history, philosophy, medicine, to make students understand the cultural value and significance of Tai Chi from multiple angles. This can not only enrich the teaching content, but also improve the comprehensive quality and interdisciplinary ability of students.

4 Guarantee measures for the implementation of the Tai Chi course in higher vocational education from the perspective of excellent traditional Chinese culture

4.1 The construction of teacher team

In order to ensure the smooth implementation of the high school Tai Chi course under the perspective of China's excellent traditional culture, the construction of the teacher team is vital. The specific measures include the following:

(1) Strengthening teacher training: Regularly organize teachers to participate in Tai Chi training to improve teacher's Tai Chi skills and teaching level.

(2) Introducing professional talents: Recruit teachers with rich experience and professional background to enrich the teaching staff of Tai Chi.

(3) Carrying out teaching seminars: Organize teaching seminars for teachers to share teaching experience, discuss teaching methods, and improve the quality of teaching.

(4) Establishing an incentive mechanism: Establish an excellent teaching award to commend and reward teachers with excellent teaching performance and stimulate teachers' teaching enthusiasm.

(5) Strengthening the construction of teacher ethics: Cultivate teachers' professionalism and sense of responsibility, and improve the professional ethics of teachers.

Through above measures, a high-quality teacher team can be created to provide a strong guarantee for the implementation of the Tai Chi course in higher vocational colleges.

4.2 Teaching resources construction

The construction of teaching resources is an important guarantee measure for the implementation of Tai Chi course in higher vocational colleges from the perspective of China's excellent traditional culture. In order to better inherit and promote the excellent traditional culture of China and improve the teaching quality of the Tai Chi course in higher vocational colleges, we need to strengthen the construction of teaching resources. First of all, we need to develop a set of Tai Chi textbooks that meet the characteristics and needs of higher vocational students. The content of the textbooks should include the historical origin, cultural connotations, basic movements, and routine drills of Tai Chi. At the same time, it is necessary to pay attention to the practicality and fun of the textbooks so that students can better understand and master the knowledge and skills of Tai Chi. Secondly, we need to build a group of high-quality Tai Chi teaching video resources. Teaching video resources can include the basic movements, routine drills, teaching demonstrations as well as some cultural lectures and historical stories of Tai Chi, so that students can more intuitively understand the cultural connotation and historical origin of Tai Chi.

4.3 The construction of teaching management system

In order to ensure the smooth implementation of the Tai Chi course under the perspective of China's excellent traditional culture, the teaching management system is needed. The following measures are included.

(1) Formulate a scientific and reasonable teaching plan, and clarify the requirements of teaching goals, teaching content, teaching methods and teaching evaluation.

(2) Strengthen the management of teaching process, establish a teaching quality monitoring mechanism, so as to check and evaluate teaching regularly, and timely discover and solve problems.

(3) Improve the management system of teaching resources, strengthen the management and maintenance of teaching materials, teaching aids, teaching venues and other teaching resources to ensure the sufficient and effective use of teaching resources.

(4) Establish a teacher training system, regularly organize teachers to participate in training and learning, and improve the teaching level and professional literacy of teachers.

(5) Strengthen the student management system, establish students' learning files, track and evaluate students' learning progress, and timely discover and solve the problems existing in students' learning [4].

(6) Establish a teaching feedback mechanism, collect the opinions and suggestions of students and teachers regularly, and adjust the teaching strategies and methods in a timely manner to improve the quality of teaching.

(7) Strengthen cooperation with enterprises and society, establish internship bases and practical teaching activities, and improve students' practical abilities and professional literacy.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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