

# 大健康理念下太极康养专业人才培养路径研究

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**摘要: 目的:** 大健康, 作为一个重要的健康理念, 已经逐渐引起了全球范围内的广泛关注。它将健康概念从无疾病状态扩展到了身体和心灵的平衡, 以及社交关系的和谐。大健康理念超越了传统的医疗模式, 强调了综合健康、全面幸福和生活质量的重要性。不仅关注对疾病的治疗, 更侧重于预防、健康维护和生活方式的改善, 包括身体、心理和社会健康。太极康养作为一种有效的健康练习方法, 正在与大健康理念相互融合, 为现代社会提供了有益的路径。然而, 太极康养专业人才的培养路径目前仍面临一系列挑战, 需要深入研究和改进。本研究一方面有助于理解大健康理念在太极康养领域的应用和推广, 为人们提供更多健康维护和促进的选择。另一反面有助于提高太极康养实践的质量和标准, 为社会提供更多受过专业培训的太极康养从业人员。此外, 本研究也有助于加深对大健康理念的理解, 为全面健康的实现提供新思路。**方法:** 运用逻辑分析法, 文献资料法等研究方法, 对大健康理念下太极康养专业人才培养路径研究展开研究。**结果:** 当前太极康养专业人才培养困境主要表现为: 第一, 教育体系不完善。太极康养是一个多样化的领域, 涵盖了体育学、心理学、中医养生等多个方面的知识和技能。然而, 目前缺乏统一的教育标准和课程体系, 不同的教育机构和培训项目教授内容和方法无法统一。这导致了学生在不同学校或培训机构接受的教育存在差异, 难以形成行业内的统一标准和认可。第二, 课程标准不统一。太极康养领域的课程标准不统一是影响专业人才培养质量和行业规范化的重要问题。这一问题的存在与多种因素密切相关。太极康养涵盖了太极拳、中医养生等多个子领域, 每个子领域都具有丰富的理论和实践体系。由于太极康养学科的多元性和复杂性, 不同的课程可能侧重不同的方面, 这导致了课程标准的多样性, 难以实现统一。第三, 临床实践较缺乏。太极康养的临床实践需要合适的场所和设施, 以便学生能够在实际环境中应用他们学到的知识和技能。然而, 很多教育机构和培训项目缺乏适当的临床实践场所, 这导致学生难以获得足够的实践机会。部分学校可能未配备太极康养实验室或专业的实践场地, 限制了学生的实践体验。第四, 跨学科培养不足。太极康养涵盖了多个学科领域, 包括运动科学、中医学、心理学等。然而, 在教育体系中, 这些学科领域通常是分隔开来的, 各自独立发展。这导致了跨学科培养的不足, 学生往往只能在特定学科领域获得知识, 而难以获得跨学科的综合教育。跨学科培养需要不同学科领域的合

作和交流。然而，当前缺乏跨学科合作的机会和平台，学生难以与其他学科领域的教师和学生互动和合作。**结论：**太极康养专业人才培养路径为：完善人才培养教育体系。制定统一的教育标准和课程体系，应包括对跨学科知识的传授和技能掌握的要求，确保学生在太极康养领域获得全面的教育。结合国家大健康教育标准，以提供指导和监管。加强师资队伍建设。提高师资队伍的质量是培养太极康养专业人才的关键，应招聘具有跨学科知识背景的教师，并为教师提供跨学科培训机会。统一人才培养课程标准，综合考虑核心课程和选修课程的设置，逐步构建一个全面的太极康养教育体系。核心课程确保了学生都获得了太极康养领域的基本知识和技能，而选修课程则允许学生根据自己的需求和兴趣进一步深化学习。增强学生实践临床经验，增强学生实践临床经验的方式和路径在太极康养专业人才培养中具有关键性作用。为了更好地满足大健康理念的要求，可采取多种措施。首先，为学生提供充足的临床实习机会。通过与医院、康复中心、社区健康项目等合作来实现，这样的实习经验使学生能够亲身接触到不同类型的患者，了解各种健康问题的处理方式，并提高临床操作技能。其次，加强临床案例分析课程的落实。通过分析真实的临床案例，学生可以更深入地理解疾病诊断和治疗的过程。通过参与讨论、提出治疗建议，并与教师和同学一起思考病患的康复计划。推动跨学科人才培养进程。首先，跨学科课程设计是培养跨学科人才的关键。学校可开设跨学科课程，将太极康养领域的知识与运动科学、中医学、心理学等相关学科相结合。鼓励不同学科领域的教师合作开展教学和研究项目，培养学生跨学科思维和合作能力。建立跨学科导师制度，为学生分配跨学科导师，提供一对一的指导和支持，帮助学生规划学习路径，推荐跨学科课程和研究项目，并指导学生进行跨学科研究。

**关键词：**大健康；太极康养；人才培养

## **Research on Training Path of Taiji Health Professionals Under the Concept of Big Health**

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**Abstract: Purpose:** Great health, as an important health concept, has gradually attracted wide attention around the world. It extends the concept of health from the absence of disease to the balance of body and mind, and the harmony of social relationships. The concept of Big Health goes beyond the traditional medical model and emphasizes the importance of comprehensive

health, overall happiness and quality of life. The focus is not only on the treatment of disease, but also on prevention, health maintenance and lifestyle improvement, including physical, mental and social health. As an effective health practice method, Taiji health is being integrated with the concept of big health, which provides a beneficial path for modern society. However, the training path of Taiji health professionals is still facing a series of challenges, which need to be further studied and improved. On the one hand, this study is helpful to understand the application and promotion of the concept of big health in the field of Tai chi health, and provide people with more choices of health maintenance and promotion. On the other hand, it is helpful to improve the quality and standard of Tai chi health care practice and provide the society with more professionally trained Tai chi health care practitioners. In addition, this study also helps to deepen the understanding of the concept of big health and provide new ideas for the realization of comprehensive health. **Methods:** Using logical analysis, literature and other research methods, the training path of Taiji health professionals under the concept of big health was studied. **Results:** At present, the difficulties in the training of Taiji health professionals are as follows: First, the education system is not perfect. Tai Chi health care is a diverse field, covering sports science, psychology, traditional Chinese health and other aspects of knowledge and skills. However, at present, there is a lack of unified educational standards and curriculum systems, and different educational institutions and training programs can not unify the teaching content and methods. This has led to differences in the education received by students in different schools or training institutions, making it difficult to form uniform standards and recognition within the industry. Second, curriculum standards are not uniform. The inconsistency of curriculum standards in the field of Tai chi health care is an important problem that affects the quality of professional personnel training and industry standardization. The existence of this problem is closely related to many factors. Tai Chi health care covers many sub-fields such as Tai Chi and traditional Chinese medicine, and each sub-field has a rich theory and practice system. Due to the diversity and complexity of Taiji health disciplines, different courses may focus on different aspects, which leads to the diversity of curriculum standards, and it is difficult to achieve unity. Third, clinical practice is lacking. The clinical practice of Tai Chi wellness requires suitable venues and facilities so that students can apply the knowledge and skills they have learned in a practical setting. However, many educational institutions and training programs lack appropriate clinical practice

sites, which makes it difficult for students to obtain adequate practice opportunities. Some schools may not be equipped with tai chi health laboratories or professional practice sites, which limits the practical experience of students. Fourth, interdisciplinary training is insufficient. Tai Chi health care covers many disciplines, including sports science, traditional Chinese medicine, psychology and so on. However, in the education system, these subject areas are usually segregated and develop independently. This leads to the lack of interdisciplinary training, and students often can only acquire knowledge in specific subject areas, but it is difficult to obtain interdisciplinary comprehensive education. Interdisciplinary training requires cooperation and exchange in different subject areas. However, the current lack of opportunities and platforms for interdisciplinary collaboration makes it difficult for students to interact and collaborate with faculty and students in other subject areas. **Conclusion:** The training path for Taiji health professionals is to improve the training and education system. A unified educational standard and curriculum system should be formulated, including requirements for the transfer of interdisciplinary knowledge and the mastery of skills, to ensure that students receive a comprehensive education in the field of Tai chi health. Combine with national health education standards to provide guidance and supervision. Strengthen the construction of teaching staff. Improving the quality of teaching staff is the key to training Taiji health professionals. Teachers with interdisciplinary knowledge background should be recruited, and interdisciplinary training opportunities should be provided for teachers. Unify the curriculum standards for personnel training, comprehensively consider the setting of core courses and elective courses, and gradually build a comprehensive Tai chi health education system. The core courses ensure that students have acquired the basic knowledge and skills in the field of Tai Chi health care, while the elective courses allow students to further their learning according to their needs and interests. Enhancing students' practical clinical experience and enhancing the ways and paths of students' practical clinical experience play a key role in the training of Taiji health professionals. In order to better meet the requirements of the Big health concept, a variety of measures can be taken. First of all, provide students with sufficient clinical practice opportunities. Achieved through partnerships with hospitals, rehabilitation centers, community health programs, etc., such internship experiences enable students to have hands-on contact with different types of patients, learn how various health problems are handled, and improve clinical operational skills. Secondly, strengthen the implementation of clinical case analysis course. By analyzing real

clinical cases, students can gain a deeper understanding of the process of disease diagnosis and treatment. By participating in discussions, making treatment suggestions, and thinking about the patient's recovery plan with teachers and classmates. Promoting interdisciplinary personnel training. First of all, interdisciplinary curriculum design is the key to cultivate interdisciplinary talents. Schools can offer interdisciplinary courses that combine knowledge in the field of Tai chi health with related disciplines such as sports science, traditional Chinese medicine, and psychology. Teachers in different subject areas are encouraged to collaborate on teaching and research projects to develop students' ability to think and collaborate across disciplines. Establish an interdisciplinary tutor system, assign interdisciplinary tutors to students, provide one-on-one guidance and support, help students plan their learning paths, recommend interdisciplinary courses and research projects, and guide students to conduct interdisciplinary research.

**Key words:** Great health, Tai chi health, Personnel training