

身心修炼视角下高校大学生太极拳学习效果的研究

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摘要：目的：太极拳源远流长、博大精深，极富中国特色东方文化，涵盖了吐纳导引、养生学、道家性命双修等理念。它不仅是武学，更是哲学，是一种民族精神，亦是一种资源，更是一种支配自身能量的能力。2020年太极拳正式成为非物质文化遗产，推动了太极拳的传承与发展，掀起了一股学习热潮，使得太极拳对身心修炼的重视也提升到了一定高度。如今的太极拳课程出现诸多问题，迫切需要寻求新的教学方式，重新调动学生的学习兴趣。因此我们从身心修炼视角切入，探讨使用新的教学方式后学生学习太极拳后的心理感受与内在变化，以求为太极拳课程的教学注入新的活力，使太极拳更容易受大学生接受与学习，从而推动太极拳的普及化与年轻化。目前，多数高校开设太极拳课程，但教学效果并不是显著，甚至在教学中出现诸多问题。当下的太极拳教学整体上呈现出一种奇异的现象：大部分高校的太极拳课程属于同质化教学，教学过程以学习动作姿势为主；小部分高校艰难的进行教学过程的创新性教学，但教学中仍难以注重学生本体感受，学生们普遍对太极拳的评价是动作太慢、太多、疲于记忆姿势，难以静下心来学习、无法对于自己的本体感受进行评判；教师使用一成不变的教学方式填鸭式教学，对于传统文化的深厚内涵讲述太少，使得学生缺乏兴趣，缺乏正确的引导去探索自身。又因大学生普遍存在学习压力大、身心分离、焦虑等问题没有得到很好的重视与解决，因此学习动作时难以集中注意力，更难静心去探索自身的感受。有研究表明太极拳对人体的调节作用是非常显著的，我们应该借助太极拳的优势与创新教学模式将太极拳重新引入课程，以解决当下太极课程教学效果差、学生无法全身心投入学习等问题。**方法：**针对此类问题，本文就高校太极拳课程教学效果采用文献资料法、逻辑分析法和实验法进行深入的研究。实验法通过招募某校60名被试随机分为实验组与对照组，实验时间为90分钟，其中对照组静坐15分钟，实验组先进行简短的太极核心技法的培训，随后跟随创新式太极教学视频学习15分钟，此外还需要进行内在感受性量表(MAIA)与五因素正念量表(FFMQ)与电脑图片识别的按键操作。**结果：**当太极拳的核心技法的细化与呼吸、重心转换的相互配合，可以使被试很快的进入状态。当被试进行视频学习时，通过呼吸带观察到呼吸与心率的均匀起伏，确认被试进行太极拳的练习状态。实验组的前测和后测不愉悦度评分存在显著差异($p = 0.027$)；实验组的前测与后测 MAIA 评分存在显著差异($p < 0.001$)；内在感受性量表(MAIA)；实验组与对

照组的 MAIA 变化量(后测-前测)有显著差异($p < 0.001$); 实验组的前测与后测 FFMQ 评分存在显著差异($p < 0.001$); 五因素正念量表(FFMQ); 实验组与对照组的 FFMQ 变化量(后测-前测)有显著差异($p < 0.001$); 以上结果表明太极拳的练习在内在感受性与正念方面有显著变化, 表明太极拳教学方式的变化可以影响学生的学习状态与身心状态, 可以有效的调节学生的负面情绪, 使身体更好的得以放松, 达到性命双修的境地。**结论:** 通过实验得出, 创新式太极拳教学对于学生的内在感受性与注意力、个体情绪、压力缓解等方面有显著效果, 太极桩放松练习的效果尤为重要, 使学生感受到心静体松的真实感受。通过推拉体验, 使学生快速掌握上下肢力量的配合与劲力顺序, 重在体会太极拳行云流水、节节贯穿的真谛。这种新教学过程的核心是让学生从性质和动作模式上充分明确: 太极拳它是一种相对静止的缓慢推拉动作, 习练者需要在运动过程中逐渐形成一个目标意识。同时, 让大学生在学习太极拳过程中挖掘自己身体的内部感受, 进而体会太极拳对于人体身心的真正的养心与健身价值。习练过程中身心得以放松使得大脑思维更加敏锐, 切身体会松沉可以加强学生的本体感受, 并且通过新的教学方式能让学生有意识的去判别自己的动作规范性, 可以有效提高学生的学习主观能动性。可见, 身心灵太极拳的习练, 不是简简单单的习拳之路, 而是踏踏实实的修心之道。在以后的教学过程需要不断的进行教与学的反馈, 以便及时了解学生的身心状态, 帮助学生排解压力, 提高学习效果。

关键词: 太极拳, 高校课程, 教学方式, 身心修炼

A study on the effects of Taijiquan learning for college students from the perspective of physical and mental cultivation

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Abstract: Objective: Taijiquan has a long history, extensive and profound, and is rich in Oriental culture with Chinese characteristics, covering the concepts of tuna guidance, health preservation, Taoist life and double cultivation. It is not only a martial art, but also a philosophy, a national spirit, a resource, and the ability to control one's own energy. In 2020, Taijiquan officially became an intangible cultural heritage, which promoted the inheritance and development of taijiquan, set off a learning boom, and raised the importance of taijiquan to a certain height. Nowadays, there are many problems in taijiquan curriculum. It is urgent to seek new teaching methods and remobilize students' interest in learning. Therefore, from the perspective of physical and mental

cultivation, we discuss the psychological feelings and internal changes of students after learning Taijiquan after using the new teaching method, in order to inject new vitality into the teaching of Taijiquan course, make taijiquan more acceptable and easy to learn by college students, so as to promote the popularization and youth of Taijiquan. At present, most universities offer taijiquan course, but the teaching effect is not significant, even in the teaching of many problems. The present taijiquan teaching on the whole presents a strange phenomenon: most universities taijiquan courses belong to the homogenization of teaching, teaching process is to learn the movement posture; A small number of colleges and universities are struggling to carry out innovative teaching in the teaching process, but it is still difficult to pay attention to students' proprioception in teaching. The general evaluation of taijiquan is that students move too slowly and too much, they are tired of remembering posture, and it is difficult to calm down to learn, and they cannot judge their own proprioception. Teachers use the unchanged teaching method of spoon-feeding teaching, and tell too little about the profound connotation of traditional culture, making students lack interest and correct guidance to explore themselves. Moreover, college students generally have problems such as great learning pressure, physical and mental separation, anxiety, etc. , which have not been well paid attention to and solved, so it is difficult to pay attention when learning movements, and it is more difficult to meditate to explore their own feelings. Studies have shown that Tai Chi has a significant regulating effect on the human body. We should make use of the advantages of Tai Chi and innovative teaching mode to reintroduce Tai Chi into the curriculum, so as to solve the problems such as poor teaching effect and students' inability to devote themselves to learning. **Methods:** In view of this kind of problem, this paper conducts an in-depth study on the teaching effect of taijiquan course in colleges and universities by using the methods of literature, logical analysis and experiment. The experimental method recruited 60 subjects from a school and randomly divided them into the experimental group and the control group. The experimental time was 90 minutes. The control group sat quietly for 15 minutes, and the experimental group first received a brief training on the core techniques of Tai Chi, and then followed the innovative teaching video of Tai Chi for 15 minutes. In addition, the internal sensitivity Scale (MAIA) and five factor Mindfulness Scale (FFMQ) and computer image recognition button operation were also required. **Results:** When the core techniques of Taijiquan were refined and coordinated with the breathing and the shift of center of gravity, the subjects

could get into the state quickly. When the subjects conducted video learning, the uniform ups and downs of breathing and heart rate were observed through the breathing band to confirm the subjects' practicing state of Tai Chi. There was a significant difference in unhappiness score between the experimental group ($P = 0.027$). There was a significant difference between pretest and posttest MAIA score in the experimental group ($P < 0.001$). Internal receptivity Scale (MAIA); The change of MAIA (pretest-pretest) was significantly different between the experimental group and the control group ($P < 0.001$). There was significant difference in FFMQ score between the experimental group in pretest and posttest ($P < 0.001$); Five-factor Mindfulness Scale (FFMQ); There was significant difference between the experimental group and the control group in the change of FFMQ(pretest-posttest) ($P < 0.001$); The above results show that taijiquan practice has significant changes in internal sensitivity and mindfulness, indicating that the changes in taijiquan teaching methods can affect students' learning state and physical and mental state, and can effectively regulate students' negative emotions, so that students can better relax their bodies and achieve the situation of both life and learning. **Conclusion:** Through the experiment, it is concluded that the innovative taijiquan teaching has significant effects on students' inner sensitivity, attention, individual emotions, pressure relief and other aspects. The effect of taijiquan pile relaxation practice is particularly important, making students feel the real feeling of calm and loose body. Through the push and pull experience, students can quickly grasp the coordination and order of strength of upper and lower limbs, focusing on the essence of taijiquan. The core of this new teaching process is to make students fully clear from the nature and movement pattern: Tai Chi is a relatively static and slow push and pull, and the practitioner needs to gradually form a sense of goal in the process of movement. At the same time, let college students in the process of learning Tai Chi to dig their own internal feelings of the body, and then experience tai Chi for the body and mind of the real value of mind and fitness. In the process of practice, the body and mind can be relaxed, which makes the brain more sensitive. The personal experience of relaxation can strengthen the proprioception of students. In addition, the new teaching method can make students consciously distinguish their own action norms, which can effectively improve the subjective initiative of students in learning. It can be seen that the practice of body-mind tai Chi is not a simple way to learn boxing, but a steadfast way to cultivate the mind. In the future teaching process, continuous feedback on teaching and learn.

Key words: Tai Chi, College courses, Teaching methods, Physical and mental cultivation