

浅析太极拳推广与太极拳体育教师教育

王远林

北京师范大学体育与运动学院，北京市 100875

摘要：太极拳是国家级非物质文化遗产，是中华优秀传统文化的精髓，是以中国传统儒、道哲学中的太极、阴阳辩证理念为核心思想，以强身健体、修养身心等多种功能集为一体，对于人的内在与外在兼修的中国传统拳术。自 2020 年太极拳申遗成功，被正式列入联合国教科文组织人类非物质文化遗产代表作名录以来，我国对于太极拳的重视程度逐年递增，太极拳的传承与推广也呈现出向好的趋势，同时，太极拳教育也越来越受到关注。强教必先强师，教育强国是实现中华民族伟大复兴的重要保证，习近平总书记在中央政治局第五次集体学习中提出《扎实推动教育强国建设》，其中着重强调要培养高素质教师队伍。教师团队的质量与水准很大程度上影响着学生的思维与行为表现，目前，我国高校太极拳体育教师队伍的建设还存在着体系不完备、法律保障不健全等问题，需要进一步健全中国特色体育教师教育体系，尤其是加强体育教师入职与在职教育，使体育教师具备横向学科知识以及更加全面的专业技术技能，从而构建高层次、高质量的体育人才队伍。**研究目的：**是从理论层面为推进太极拳体育教师队伍建设提出合理化建议，进而为人类非物质文化遗产太极拳有效地推广提供有益参考。**研究方法：**主要为文献资料法、专家访谈法、逻辑分析法。通过在知网、万方、EBSCO、Web of Science 等网站查阅国内外大量职前教育、体育教育、运动健康、有氧控制训练等相关文献资料，对太极拳推广、太极体育教师的培养建设等相关问题进行总结分析，根据本研究的目的与任务，与体育教育训练学、民族传统体育学等方面的专家进行交流学习，了解针对太极拳教育教学方法、教师队伍建设、体育教学的注意事项等。**研究结果：**（1）太极拳的教学设计单一，教学目标、教学内容以及教学评价一成不变，自从太极拳课程进入高校以来，教学目标仅着眼于对学生的动作套路的教学，忽视了对于学生情感、态度、价值观层面的教育；教学内容基本固定为 24 式简化太极拳，但事实上，太极拳拳法种类繁多，并不只是简简单单的二十四式动作就可以概括的，简单“操化”太极拳会使学生对太极拳乃至武术练习的积极性降低；教学评价方面，重视终结性评价，忽视过程性评价不利于太极拳的推广与发展。因此，要对太极拳的课程体系进行完善，提高技术动作的实用性，将太极拳的理论价值与现实价值相结合，使学生深入理解掌握太极拳的攻防性质，从而帮助学生在关键时刻保护自己。（2）太极拳教师专业性普遍偏低，太极拳是大学生普修类课程中的体育课程之一，但绝大多数高校所配备的教师大都并非武术

出身，对于动作教学的精准性把握程度不高，并不具备专业武术出身教师的技术技能，且对于太极拳的专业知识储备不高，从而导致学生对于太极文化了解不深，理论与实际结合能力较弱。针对以上问题，学校可以通过引进武术专项人才、对高校体育教师或即将入职的体育教师进行入职或在职教育、开展太极拳教学大赛等方式提高体育教师教学质量与教学能力，促进太极拳教学高质量发展。（3）太极拳教师教学资质定义不清，太极拳教学的教学资质问题是目前学校太极拳教学的主要难题，目前许多大学普修类太极拳教师对于太极动作的认识浮于表面，动作的准确度不高，不利于学生完整掌握太极拳拳法及其内涵。对此，国家应进行出台相应政策，进行太极拳教师资格认证，提高太极拳教学标准与教学质量，为太极拳高质量发展提供政策支持与保障。**研究结论：**当前，太极拳体育教学还存在教学设计单一、教师专业性偏低、教师教学资质定义不清等问题，急需采取相应的措施，如建立健全太极拳教学体系，培养专业化太极教师，完善太极拳教师资格认证系统，使学生在体育课堂中更好的理解与掌握太极拳技术动作的内涵，促进其身心和谐发展。

关键词：太极拳推广；体育教师教育；太极拳教学

Analyzing Tai Chi Promotion and Tai Chi Physical Education Teacher Education

Yuanlin Wang

College of Physical Education and Sports, Beijing Normal University, Beijing 100875, China

Abstract: Tai Chi is a national intangible cultural heritage, which is the essence of Chinese excellent traditional culture. It is a traditional Chinese boxing art that takes the dialectical concepts of taiji and yin and yang in the traditional Chinese philosophy of Confucianism and Taoism as the core idea, and combines various functions such as strengthening the body and cultivating the mind and body, and is good for the internal and external cultivation of human beings. Since 2020, when Tai Chi was formally inscribed on UNESCO's Representative List of Intangible Cultural Heritage of Humanity, China's attention to Tai Chi has been increasing year by year, and the inheritance and promotion of Tai Chi has also shown a positive trend, while the education of Tai Chi has also received more and more attention. Strong education must first strengthen teachers, and a strong education country is an important guarantee for realizing the great rejuvenation of the Chinese nation. General Secretary Xi Jinping put forward "Solidly Promoting the Construction of a Strong Ed

ucation Nation" in the fifth collective study of the Politburo of the Central Committee, which emphasized the need to cultivate high-quality teacher teams. The quality and standard of the teacher team largely affects the students' thinking and behavioral performance. At present, the construction of the Tai Chi physical education teacher team in China's colleges and universities is still characterized by an incomplete system and inadequate legal protection, and there is a need to further improve the system of education for physical education teachers with Chinese characteristics, in particular, to strengthen the pre-service and on-the-job education of physical education teachers, so that the physical education teachers will have transversal knowledge of the subject and more comprehensive professional technical It is necessary to further improve the education system of physical education teachers with Chinese characteristics, especially to strengthen the pre-service and in-service education of physical education teachers, so that physical education teachers can have knowledge of horizontal disciplines and more comprehensive professional and technical skills, and thus build a high-level and high-quality physical education team.

1.The research purpose of this paper is to put forward rationalization suggestions for promoting the construction of Tai Chi physical education teacher team at the theoretical level, and then to provide useful reference for the effective promotion of the intangible cultural heritage of mankind,Tai Chi.

2.The research methods used in this paper: mainly literature method, expert interview method, and logical analysis. By reviewing a large number of domestic and foreign literature and materials related to pre-service education, physical education, sports health, aerobic control training, etc. on websites such as Knowledge.com, Wanfang, EBSCO, Web of Science, etc., according to the purpose and task of this study, we communicate and study with experts in physical education and training, national traditional sports, etc., to learn about the teaching methods for Tai Chi education,the construction of teachers' team, and the precautions for physical education teaching.

3. The research results of this paper: (1) The teaching design of Tai Chi is single, the teaching objectives, teaching content and teaching evaluation are set in stone, since Tai Chi course entered colleges and universities, the teaching objectives are only focused on the teaching of students' movements and routines, and the education of students' emotions, attitudes, and values has been ignored; the teaching content is basically fixed as 24 simplified Tai Chi, but in fact, there are many kind

s of Tai Chi boxing methods, which can not be summarized by 24 simple movements. The teaching content is basically fixed to 24 simplified Tai Chi, but in fact, Tai Chi has many kinds of boxing styles, which can be summarized by more than 24 simple movements.

Simple "manipulation" of Tai Chi will make the students less active in practicing Tai Chi and even wushu; in terms of teaching evaluation, the emphasis on summative evaluation and neglect of the process of evaluation are not conducive to the promotion and development of Tai Chi. Therefore, it is necessary to improve the curriculum system of Tai Chi, improve the practicality of technical movements, combine the theoretical value of Tai Chi with its practical value, and make students understand the offensive and defensive nature of Tai Chi, so as to help them protect themselves at critical moments.(2) Tai Chi teachers' professionalism is generally low. Tai Chi is one of the physical education courses in the general education courses for college students, but most of the teachers in the majority of colleges and universities do not have a martial arts background, do not have a high degree of grasp of the precision of movement teaching, do not have the technical skills of teachers who have a professional martial arts background and have a low reserve of professional knowledge of Tai Chi, which leads to a poor understanding of Tai Chi culture among students and a weak ability to combine the theory and the practice. As a result, students do not have a deep understanding of Tai Chi culture, and their ability to combine theory and practice is weak. In view of the above problems, schools can improve the teaching quality and teaching ability of physical education teachers through the introduction of special talents in Wu shu, in-service or on-the-job education for physical education teachers in colleges and universities or those who are about to be recruited, and carry out Tai Chi teaching competitions to promote the high-quality development of Tai Chi teaching.(3) Teaching qualification of Tai Chi teachers is ill-defined. Teaching qualification of Tai Chi teaching is the main problem of Tai Chi teaching in schools at present, and many Tai Chi teachers of university general education have superficial knowledge of Tai Chi movements, and the accuracy of the movements is low, which is not conducive to the students' mastery of Tai Chi and its connotations. In this regard, the state should introduce corresponding policies to certify the qualification of Tai Chi teachers, improve the standard and quality of Tai Chi teaching, and provide policy support and guarantee for the high-qu

ality development of Tai Chi.**4.The research conclusion of this paper:** At present, there are still problems in Tai Chi physical education teaching, such as single teaching design, low professionalism of teachers, and unclear definition of teacher teaching qualifications. It is urgent to take corresponding measures, such as establishing a sound Tai Chi teaching system, cultivating professional Tai Chi teachers, improving the Tai Chi teacher qualification certification system, so that students can better understand and master the connotation of Tai Chi technical movements in physical education classrooms, and promote their physical and mental harmonious development.

Key words: Tai Chi promotion, physical education teacher education, Tai Chi teaching