

AI 时代全民健身背景下初中体育短时太极（八法五步）教学设计与实施策略

冯晓欧

北京体育大学，北京 100084

摘要：研究目的：当今 AI 时代，AI 成为教育教学领域的必不可少的教学与学习资源，随着“健康中国 2030”战略的全面推进，2025 年又被誉为“体重管理年”，全民健身时代的到来，初中阶段作为校园暴力的高发期，校园霸凌事件仍然存在，基于此背景下，本文将短时太极（八法五步）引入初中体育教学中，使更多学生在短时期内学会八法五步小套路以及其中的攻防内涵，并响应国家颁布 2022 版《义务教育体育与健康课程标准》中强调“教会、勤练、常赛”的教学模式，坚持“立德树人，健康第一”原则，对短时太极（八法五步）进行深入剖析，并结合初中阶段学生身心健康发展特点，针对初中体育短时太极（八法五步）教学的教学目标、教学时长、教学内容、教学方法以及教学评价进行教学设计，旨在提高教学质量，培养学生体育运动的兴趣，促进学生身心健康全面发展同时宣传武术文化以及太极文化，对作为非物质文化遗产之一的太极拳起到推广作用，为推动初中体育教学及其他项目教学提供借鉴和参考价值。**研究方法：**本文主要采用文献资料法、专家访谈法、逻辑分析法等进行研究。通过梳理相关文献及书籍充分了解初中阶段学生身心发展特点、分析初中体育武术教学、初中体育教学设计等发展前沿问题；对本研究教学设计中短时太极（八法五步）对初中阶段学生适用性问题、教学目标及内容的选择等问题进行整理后，向武术教学、初中体育教学等相关领域的专家和学者以电子邮件或电话等方式进行访谈并寻求其意见；通过教学经验及逻辑分析揭示初中体育短时太极（八法五步）教学的有效路径以及实施策略。**研究结果：**（1）太极拳“八法五步”是国家体育总局为更好的宣传、推广太极拳，为推动中国优秀传统文化的传承与发展，进行系统的提炼和整理，从而形成的一套具有文化性的简化、规范、统一的基础太极拳套路，该套路提炼了太极拳中最核心的八种劲力方法（棚、捋、挤、按、采、捩、肘、靠）和五种基本步法（进、退、顾、盼、定）。经研究表明，作为健身养生项目的太极拳“八法五步”能够帮助人们强健体魄、预防疾病、调节身心、消除精神压力同时传播太极文化，因不受场地器材的限制、所需场地小、运动负荷小、难度低、简单易学等优点深受人们尤其老年人喜爱，通过查阅文献资料，太极拳在老年人人群以及康复医学领域中的研究较多，而在中小学及高校太极拳的教学领域研究较少。

(2) 本文教学设计初衷目标: 提高初中阶段学生体育运动的兴趣, 增强学生体质健康, 缓解文化课学习压力, 使学生由被动学习到主动习练短时太极(八法五步), 短时间内使学生学会八法五步小套路同时更好的宣传和推广太极文化。(3) 教学设计: 本教学设计结合初中阶段学生身心发展特点, 注重“学、练、赛”一体化教学, 坚持健康第一, 以学生发展为主体并关注学生个体差异, 分别针对教学目标、教学时长、教学内容、教学方法以及教学评价进行教学设计。教学目标设计: 以激发学生体育运动兴趣和增强体质为两大核心目标, 又分别具体设计了其认知目标、技能目标和情感目标; 教学时长设计: 短时太极(八法五步) 教学时长为 6 周, 每周两次课时, 每次课 40 分钟, 共 12 课时; 教学内容设计: 教学内容分为八法五步中八法、五步攻防分解教学, 八法五步小套路教学、双人对抗游戏教学三大部分; 教学方法设计: 主要采用攻防对抗类游戏与情景教学法、口令教学法、纠错法、示范与模仿教学法、多媒体辅助教学法等; 教学评价设计: 教学评价分为技能评价、体质健康评价以及体育运动兴趣评价三种评价方式进行综合评价。(4) 本研究教学设计操作步骤: 第一, 学生学情分析; 第二, 教师制定学生体育运动兴趣评价表以及身体素质测试表(分别用于教学开始及结束各检测一次); 第三, 教师制定 6 周短时太极(八法五步) 教学活动方案; 第四, 实施教学; 第五, 教师收集教学前后体育运动兴趣及身体素质统计表; 第六, 教学反馈。(5) 本教学设计引入武德教育及双人对抗性攻防游戏与情景教学。武德教育: 本教学设计将武德教育贯穿始终, 教育学生以礼始以礼终, 尊重他人, 诚实守信等精神品质; 双人对抗性攻防游戏与情景教学: 例如八法五步动作中手臂弧形上抬、外撑的“棚”, 当对方直推时, 用于化解向心方向的来力, 保持自身圆活饱满, 不瘪不丢, 通过双人对练, 让学生体会以柔克刚、以静制动等太极拳拳法的实用性而非流传的花架子, 激发学生习练的积极性同时提高学生自我保护的意识, 增强其自信心, 培养勇敢顽强, 勇于克服困难并挑战自我, 使学生受益终生。

研究结论: (1) 初中阶段是青春期发育的关键时期, 受身体发育以及学习压力的双重影响, 短时太极(八法五步) 不仅能强身健体、提高学生免疫力、缓解学生学习压力同时提高学生对太极拳习练的兴趣, 从而提高学生对体育运动的兴趣, 使学生理解太极拳并非是老年人专属, 作为新时代的青少年更应该将习练太极拳作为每日必打卡运动项目之一, 为老年公园太极注入新活力。(2) 研究建议: 为使学生养成“校内锻炼 1 小时, 校外锻炼 1 小时”的好习惯, 建议教师在课后组织校外公园太极(八法五步) 公益宣讲演练活动, 每周 2-3 次, 每次 1 小时, 师生合理利用 AI 技术学习资源, 由教师讲解逐步过渡到学生独立讲解, 本着自愿参加原则, 有奖激励方式, 与公园习练太极拳者共同探讨太极文化内涵, 巩固太极文化知识同时宣传太极文化, 使学生身体得到有效锻炼同时有效提高了师生沟通交流及语言表达能力, 也拉近了师生及公园社区之间的关系。

关键词：AI 时代全民健身；初中体育；短时太极；八法五步；教学设计

Teaching Design and Implementation Strategies for Short-Form Tai Chi (Eight Methods and Five Steps) in Junior High School Physical Education in the Era of AI and National Fitness

Xiao'ou Feng

Beijing Sport University, Beijing 100084, China

Research Purpose: In the current AI era, AI has become an essential teaching and learning resource in the educational field. With the comprehensive advancement of the "Healthy China 2030" strategy and 2025 being designated as the "Weight Management Year," the era of national fitness has arrived. Junior high school, being a period with a high incidence of campus violence where bullying incidents persist, provides the context for this study. This paper introduces short-form Tai Chi (Eight Methods and Five Steps - EMFS) into junior high school physical education (PE), enabling more students to learn the EMFS short routine and its offensive/defensive connotations within a short period. It responds to the 2022 "Compulsory Education Physical Education and Health Curriculum Standards," which emphasizes the "teach, practice, compete" teaching model and upholds the principles of "cultivating virtue and prioritizing health." This study conducts an in-depth analysis of short-form Tai Chi (EMFS), combines it with the physical and mental development characteristics of junior high school students, and designs teaching objectives, duration, content, methods, and evaluation specifically for EMFS instruction in junior high PE. The aim is to enhance teaching quality, cultivate students' interest in sports, promote their holistic physical and mental health, promote Wushu and Tai Chi culture, and contribute to the promotion of Tai Chi as intangible cultural heritage, providing reference value for advancing junior high PE and teaching other sports.

Research Methods: This study primarily employs literature review, expert interviews, and logical analysis. Relevant literature and books were reviewed to understand the physical and mental development characteristics of junior high students and analyze frontier issues in junior high Wushu teaching and PE teaching design. After organizing issues regarding the suitability of EMFS for junior high students, the selection of teaching objectives and content, interviews were conducted via email or phone with experts and scholars in Wushu teaching and junior high PE to seek their opinions. Teaching experience and logical analysis were used to reveal effective pathways and implementation strategies for teaching EMFS in junior

high PE. **Research Results:** (1) Tai Chi "Eight Methods and Five Steps" (EMFS) is a systematic, refined, standardized, and unified foundational Tai Chi routine with cultural significance, developed by the General Administration of Sport of China to better promote and disseminate Tai Chi and facilitate the inheritance and development of excellent traditional Chinese culture. It distills the eight core Jin techniques (Peng/Ward-off, Lu/Roll-back, Ji/Press, An/Push, Cai/Pull-down, Lie/Split, Zhou/Elbow-strike, Kao/Shoulder-strike) and five basic footwork patterns (Advance, Retreat, Left-step, Right-step, Central Equilibrium). Research shows that EMFS, as a health and wellness practice, helps strengthen the body, prevent disease, regulate mind and body, relieve mental stress, and spread Tai Chi culture. Its advantages—requiring minimal space and equipment, low exercise intensity, low difficulty, and ease of learning—make it popular, especially among the elderly. Literature review indicates that Tai Chi research is more prevalent among the elderly and in rehabilitation medicine, with fewer studies focused on its teaching in primary, secondary, and higher education. (2) Design Objectives: Enhance junior high students' interest in sports, improve their physical health, alleviate academic pressure, shift them from passive learning to active practice of EMFS, enable them to learn the short routine quickly, and better promote Tai Chi culture. (3) Teaching Design: Based on junior high students' developmental characteristics, the design focuses on an integrated "learn, practice, compete" approach, prioritizing health and student-centered development while addressing individual differences. It covers: Objectives: Core goals of sparking interest and enhancing fitness, with specific cognitive, skill-based, and affective objectives. Duration: 6 weeks, twice weekly, 40 minutes per session (12 sessions total). Content: Three parts: breakdown teaching of the offensive/defensive applications of the Eight Methods and Five Steps; teaching the EMFS short routine; dual-person combat games. Methods: Primarily uses combat games and situational teaching, command-based teaching, error correction, demonstration/imitation, and multimedia-assisted instruction. Evaluation: Comprehensive evaluation combining skill assessment, physical health assessment, and sports interest assessment. (4) Implementation Steps: i) Student analysis; ii) Pre/post teaching assessment (sports interest & physical fitness); iii) Develop 6-week EMFS teaching plan; iv) Implement teaching; v) Collect assessment data; vi) Teaching feedback. (5) Key Features: Incorporates Wushu ethics education and dual-person combat games/situational teaching. Wushu Ethics: Integrated throughout, teaching respect, honesty, and "begin/end with courtesy." Combat Games & Situational Teaching: E.g., practicing "Peng" (ward-off) through partner drills where one pushes straight; students experience Tai Chi's practical

principles like "using softness to overcome hardness" and "using stillness to control movement," moving beyond superficial routines. This boosts motivation, enhances self-protection awareness, builds confidence, fosters courage, perseverance, and the ability to overcome challenges, providing lifelong benefits.

Research Conclusions: (1) Junior high is a critical period of adolescent development. Facing both physical changes and academic pressure, EMFS can strengthen the body, boost immunity, reduce stress, increase interest in Tai Chi practice, and thereby enhance overall sports interest. It helps students understand that Tai Chi is not exclusive to the elderly; as a new generation, they should adopt it as a daily exercise, injecting new vitality into park Tai Chi culture. (2) Recommendations: To foster the habit of "1-hour exercise inside and outside school," teachers should organize voluntary, incentivized, off-campus park EMFS demonstration/lecture sessions (2-3 times/week, 1 hour/session). Teachers and students should leverage AI learning resources. Transition from teacher-led explanations to student-led ones. Engage with park Tai Chi practitioners to discuss cultural connotations, consolidate knowledge, promote the culture, provide effective exercise, improve communication skills, and strengthen teacher-student-community bonds.

Keywords: National Fitness in the AI Era; Junior High School Physical Education; Short-Form Tai Chi; Eight Methods and Five Steps; Teaching Design