

数字时代太极拳文化教学向东南亚国家传播路径及模式研究

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摘要: 目的: 东南亚和中国地理相近、人文交融, 一直是中华优秀传统文化在海外传播的重要区域。太极拳既是东方哲学的身体实践方式, 又有健身、养性和增强文化认同的作用, 最近几年在东南亚越来越受关注。不过, 像线下培训班、文化交流活动这类传统传播方式, 存在覆盖范围小、互动不够、语言障碍明显等问题, 很难满足东南亚多元社会的需求。数字技术的发展为解决这些难题提供了新思路——慕课(MOOC)平台的开放性、多样的内容呈现形式和跨越时空的特点, 让它成了太极拳文化数字化传播的主要载体。**方法:** 基于跨文化传播理论、建构主义学习理论与联通主义学习理论, 构建“文化适配-技术赋能-社群互动”三维分析框架。通过编码分析东南亚文化特征(宗教信仰、语言多样性、健康观念), 建立文化适配指标体系; 运用系统动力学方法, 解构慕课平台的技术要素(AI 翻译、社交功能、移动端适配)与文化传播效能的因果关系; 借助扎根理论, 提炼太极拳教学的数字化传播规律。选取“学堂在线”简化 24 式太极拳慕课, 诊断其语言覆盖不足(仅英语)、文化关联薄弱(缺乏本土元素)、互动性欠缺(无社群功能)等传播瓶颈; 采用敏捷开发模式构建慕课平台原型, 包含三大核心技术模块: 多模态翻译系统、智能推荐引擎、虚实融合系统。**结果:** 具体表现为线下培训活动主要集中于华人聚居区。这些区域因历史传统和社区需求, 成为培训资源的集中地, 但地理分布不均导致服务范围受限。与此同时, 非华人群体如马来族、印度裔或其他种族背景的人群参与度明显偏低, 进一步限制了培训的普及效果和社会影响力。当前的教学资料大多以汉语或英语为主, 而泰语、印尼语等本地语言的教育资源极度匮乏, 这导致学生在学习过程中出现理解偏差和认知障碍。由于缺乏本土化的教材和辅助工具, 学习者难以准确把握知识点, 影响了教学的整体效果和学习效率, 甚至可能引发文化误解和学习动力下降的问题。传统师徒制强调“口传心授”, 即通过面对面的口头指导和心灵交流来传递知识与技能, 这种方式在实时互动中能有效促进深度理解和技能掌握。然而, 在远程教学中, 由于缺乏物理接触和技术限制, 师生之间的即时反馈、情感共鸣以及生生之间的协作讨论严重缺失, 这不仅削弱了知识的传递效率, 还导致学习者参与度降低、错误纠正不及时, 进而显著影响整体学习效果和技能养成。互联网普及率已攀升至 75%, 智能手机渗透率更是超过 80%, 这为慕课平台提供了坚实的技术基础。具体而言, 宽带网络覆盖广泛, 高速连接支持流畅的在线学习体验; 移动设备的普及使得学习者能随时随地访问课程内容。此外, 政府政策推动数字转型, 进一步强化了网络基础设施, 确保慕课平台如 Coursera 和 edX 在该区

域稳定运行，促进教育资源的公平分配。在全球化和数字化的背景下，除了英语作为广泛使用的国际语言之外，泰语（约 6800 万使用者，主要在泰国）、印尼语（约 1.9 亿使用者，覆盖印度尼西亚群岛）和越南语（约 9800 万使用者，集中于越南）是东南亚区域的主要本地语言。这些语言不仅代表了庞大的人口基数和市场潜力，还在教育、商业及日常生活中扮演核心角色，因此必须实施多语言支持策略，以满足本地用户的沟通需求，提升服务可及性，并支持跨区域协作的顺畅进行。体现在东南亚民众对传统养生的高度重视上，例如印尼的“哈他瑜伽”强调呼吸控制与冥想以促进身心健康，泰国的“泰式拉伸”结合按摩和伸展动作提升柔韧性与压力缓解；这些传统方式与太极拳所倡导的“慢运动”节奏和“身心合一”哲学理念高度契合，易于引发当地民众的深刻共鸣。同时，年轻群体对中国文化符号如传统武术、书法艺术和节日庆典展现出浓厚的的好奇心与探索兴趣，这反映了他们对多元文化融合的追求。

结论：核心载体是太极拳教学慕课平台的本地化设计，慕课平台是数字传播的核心载体，需围绕“文化适配+技术赋能”进行设计，具体包括以下模块：

课程内容的文化融合与分层设计。文化解码与转译是一种跨文化交流策略，旨在将太极拳的哲学基础——如“阴阳”所体现的动态对立统一和“经络”代表的能量流动系统——与东南亚本土文化传统相连接，以增强文化亲和力。分层课程体系。本课程采用科学的分级教学模式，针对不同背景与需求的学习群体量身打造。面向普通健身爱好者设有“入门级”课程，以国家体育总局推广的简化 24 式太极拳为核心教学内容，同步融入中医经络学说与现代运动医学原理，帮助学员在掌握基础动作的同时理解养生机理。多语言同步翻译与智能交互技术。一是 AI 实时翻译系统，该系统深度整合语音识别（ASR）技术，实时捕捉教师语音输入；机器翻译（MT）技术，高效处理多语言转换；以及语音合成（TTS）技术，动态生成字幕文本。通过这些模块协同运作，系统能够无缝实现课程视频的字幕实时切换，支持多种语言如中文、英文、泰语、印尼语等。二是方言与俚语适配，项目专注于为多元方言社区提供定制化教育支持，特别是针对马来西亚华人社区的闽南语和潮汕话方言区，以及印尼爪哇语等地区，开发完整的方言版本课程材料。这包括细致翻译课程简介，融入当地俚语元素，并详细讲解关键动作步骤，确保内容生动易懂，从而显著增强学习者的亲切感和文化归属感，提升整体教育参与效果。三是移动端与社交化设计，即通过精简代码和优化资源加载，提升 APP 性能，确保在低端设备上流畅运行；界面设计简洁高效，适配东南亚用户偏好“碎片化学习”的习惯，例如提供 10 分钟短视频教程，专注于单个动作的详细讲解，便于用户在短暂空闲时间高效学习，同时减少数据消耗和加载时间。设置“学习打卡”模块，让用户记录每日练习进度并生成可视化报告；添加“好友 PK”模块，支持用户邀请朋友进行实时挑战和积分比拼。鼓励用户一键分享练习视频至 Facebook、Line 等本地热门社交平台，形成“学习-分享-互动”的传播链条，从而增强社区活跃度、促进用户增长和内容病毒式扩散。另外赛事是激发参与、强化认同的重要手段，需结合东南亚文化特点设计线上线下融合的赛事体系：线上赛事特点是低门槛、高参与；线下赛事特点是强化在地化认同。互动问答是解决学习疑惑、增强信任的关键环节，需构建“AI+专家”的混合支持体系。构建一个高效的问答平台，它基于用户经常提出的高频问题，通过数据分析和用户反馈构建一个动态知识图谱。

这个知识图谱系统性地组织相关知识点和解决方案，为用户提供结构化的详细解答，包括清晰的文字说明和分步动作分解视频，以帮助用户直观掌握技巧并避免常见错误。再就是专家实时答疑机制每周在固定时段通过在线直播平台进行，邀请国内知名太极拳名家与东南亚本地资深教练共同参与。用户可提前在指定渠道提交练习中的疑问，专家团队将针对性解答，并通过现场视频示范关键动作，详细讲解常见错误及纠正方法，确保用户能直观掌握技巧。

关键词：数字时代；太极拳；东南亚；文化传播；慕课平台

Research on paths and models of tai chi culture and teaching dissemination to southeast asian countries in the digital age

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Abstract: Research Objectives: Southeast Asia and China share geographical proximity and cultural exchanges, making them a crucial region for the overseas dissemination of traditional Chinese culture. Tai Chi, as both a physical practice of Eastern philosophy and a means to enhance fitness, cultivate character, and strengthen cultural identity, has gained increasing attention in Southeast Asia in recent years. However, traditional dissemination methods such as offline training classes and cultural exchange activities face challenges like limited reach, insufficient interaction, and significant language barriers, making it difficult to meet the diverse needs of Southeast Asia's multicultural society. The advancement of digital technology offers new solutions to these issues — Massive Open Online Courses (MOOCs) platforms, with their openness, diverse content delivery formats, and transcendent spatial-temporal characteristics, have become the primary vehicle for the digital dissemination of Tai Chi culture. **Research Method:** Based on cross-cultural communication theory, constructivist learning theory, and connectivism learning theory, a three-dimensional analytical framework of "cultural adaptation-technology empowerment-community interaction" was constructed. Through coding analysis of Southeast Asian cultural characteristics (religious beliefs, linguistic diversity, health concepts), a cultural adaptation indicator system was established. Using system dynamics methods, the causal relationship between technological elements of MOOC platforms (AI translation, social functions, mobile adaptation) and cultural communication efficacy was deconstructed. With grounded theory, the digital dissemination patterns of Tai Chi teaching were distilled. The simplified 24-form Tai Chi MOOC on "Xuetang Online" was selected, diagnosing communication bottlenecks such as insufficient language coverage (only English), weak cultural relevance (lack of local elements), and lack of interactivity (no community functions). An agile development model was adopted to construct a MOOC platform prototype, incorporating three core technical modules: multimodal translation system, intelligent recommendation engine, and virtual-real integration system. **Research result:**

specifically manifest in offline training activities, which are primarily concentrated in Chinese communities. These areas have become hubs for training resources due to historical traditions and community needs, but uneven geographical distribution limits service coverage. Meanwhile, participation among non-Chinese groups such as Malays, Indians, or other ethnic backgrounds is significantly lower, further restricting the widespread impact and social influence of training. Current teaching materials predominantly feature Chinese or English, while educational resources in local languages like Thai or Indonesian are severely lacking. This leads to comprehension gaps and cognitive barriers in students' learning processes. Due to the absence of localized teaching materials and supplementary tools, learners struggle to accurately grasp key concepts, affecting overall teaching effectiveness and learning efficiency. It may even result in cultural misunderstandings and reduced motivation. The traditional master-apprentice system emphasizes "oral transmission and heart-to-heart teaching," where knowledge and skills are passed down through face-to-face verbal instruction and emotional connection. This method effectively promotes deep understanding and skill mastery in real-time interactions. However, in remote teaching, the lack of physical contact and technological limitations severely hinder instant feedback, emotional resonance, and collaborative discussions among students. This not only weakens knowledge transfer efficiency but also leads to reduced learner engagement, delayed error correction, and significantly impacts overall learning outcomes and skill development. The internet penetration rate has risen to 75%, while smartphone adoption exceeds 80%, providing a solid technological foundation for MOOC platforms. Specifically, widespread broadband coverage and high-speed connectivity support seamless online learning experiences, while the popularity of mobile devices enables learners to access course content anytime, anywhere. Additionally, government policies driving digital transformation further strengthen network infrastructure, ensuring the stable operation of MOOC platforms like Coursera and edX in the region and promoting equitable distribution of educational resources. Against the backdrop of globalization and digitalization, apart from English as a widely used international language, Thai (approximately 68 million speakers, primarily in Thailand), Indonesian (around 190 million speakers, spanning the Indonesian archipelago), and Vietnamese (about 98 million speakers, concentrated in Vietnam) are the major local languages in Southeast Asia. These languages represent not only large populations and market potential but also play central roles in education, commerce, and daily life. Therefore, multilingual support strategies must be implemented to meet the communication needs of local users, enhance service accessibility, and facilitate smooth cross-regional collaboration. This is reflected in the Southeast Asian populace's high emphasis on traditional wellness practices, such as Indonesia's "Hatha Yoga," which focuses on breath control and meditation to promote physical and mental health, and Thailand's "Thai stretching," combining massage and stretching exercises to improve flexibility and stress relief; These traditional methods align closely with the "slow movement" rhythm and the philosophical concept of "unity of body and mind" advocated by Tai Chi, making them deeply resonant with local communities. Meanwhile, younger generations exhibit a strong curiosity and exploratory interest in Chinese cultural symbols such as traditional martial arts, calligraphy art, and festive celebrations, reflecting their pursuit of multicultural integration. **Research**

conclusion: The core carrier is the localized design of the Tai Chi teaching MOOC platform, which is the core carrier of digital communication and needs to be designed around "cultural adaptation+technological empowerment", including the following modules: cultural integration and layered design of course content. Cultural decoding and translation is a cross-cultural communication strategy aimed at connecting the philosophical foundation of Tai Chi, such as the dynamic opposition and unity embodied by "yin and yang" and the energy flow system represented by "meridians", with the local cultural traditions of Southeast Asia to enhance cultural affinity. Layered curriculum system. This course adopts a scientific graded teaching model, tailored for learning groups with different backgrounds and needs. There is an "entry-level" course for ordinary fitness enthusiasts, with the simplified 24 style Tai Chi promoted by the General Administration of Sport of China as the core teaching content. It integrates traditional Chinese medicine meridian theory and modern sports medicine principles to help students understand the health preservation mechanism while mastering basic movements. Multi language synchronous translation and intelligent interaction technology. One is the AI real-time translation system, which deeply integrates speech recognition (ASR) technology to capture teachers' voice input in real time; Machine translation (MT) technology efficiently handles multilingual conversions; And speech to speech (TTS) technology, dynamically generating subtitle text. Through the collaborative operation of these modules, the system can seamlessly achieve real-time subtitle switching of course videos, supporting multiple languages such as Chinese, English, Thai, Indonesian, etc. The second is the adaptation of dialects and slang. The project focuses on providing customized educational support for diverse dialect communities, especially for the Minnan and Chaoshan dialect areas of Malaysian Chinese communities, as well as Javanese and other regions in Indonesia, developing complete dialect version course materials. This includes carefully translating course introductions, incorporating local slang elements, and providing detailed explanations of key action steps to ensure that the content is vivid and easy to understand, thereby significantly enhancing learners' sense of familiarity and cultural belonging, and improving overall educational participation. The third is mobile and social design, which improves app performance and ensures smooth operation on low-end devices by streamlining code and optimizing resource loading; The interface design is simple and efficient, adapting to the preference of Southeast Asian users for "fragmented learning" habits. For example, it provides a 10 minute short video tutorial that focuses on detailed explanations of individual actions, making it easy for users to learn efficiently in their short free time, while reducing data consumption and loading time. Set up a "learning check-in" module to allow users to record their daily practice progress and generate visual reports; Add a "friend PK" module that supports users to invite friends for real-time challenges and point competitions. Encourage users to share practice videos with one click on popular local social platforms such as Facebook and Line, forming a "learning sharing interaction" transmission chain, thereby enhancing community activity, promoting user growth, and viral content dissemination. In addition, competitions are an important means to stimulate participation and strengthen identity. It is necessary to design an online and offline integrated competition system that takes into account the cultural characteristics of Southeast Asia: the characteristics of online competitions are low

threshold and high participation; The characteristic of offline competitions is to strengthen local identity. Interactive Q&A is a key link in solving learning doubts and enhancing trust, which requires the construction of a hybrid support system of "AI+experts". Build an efficient Q&A platform that is based on high-frequency questions frequently raised by users, and construct a dynamic knowledge graph through data analysis and user feedback. This knowledge graph systematically organizes relevant knowledge points and solutions, providing users with structured and detailed answers, including clear textual explanations and step-by-step action decomposition videos, to help users intuitively grasp skills and avoid common errors. Another feature is the real-time expert Q&A mechanism, which is conducted through online live streaming platforms at fixed times every week, inviting well-known domestic Tai Chi masters and local senior coaches from Southeast Asia to participate together. Users can submit their questions for practice through designated channels in advance, and the expert team will provide targeted answers. Key actions will be demonstrated through live videos, and common errors and correction methods will be explained in detail to ensure that users can intuitively grasp the skills.

Keywords: digital age; Taiji boxing; Southeast Asia; Cultural dissemination; MOOC platform