

高校太极拳混合式教学开展的难点及设计策略

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研究目标：当前教育信息化作为国家战略，是促进高等教育内涵式发展的重要举措。其中，混合式教学是信息化教学的主要形式之一，已成为落实教育信息化的有效路径。但是，面对信息化时代的到来，相较于其他学科在混合式教学领域的丰富建树，体育在混合式教学建设方面还相对滞后。体育课的教学依赖于示范-模仿教学方法，有着以身体参与互动为主要教学和学习手段的特点。太极拳是武术推广的重要阵地，但目前部分高校的太极拳教学仍采用传统教学，学生学习积极性不高，不利于太极拳的教学和推广，教学效果不甚理想。如何突破传统思维，利用信息技术开展混合式教学，提升太极拳教学质量，是值得体育教师思考的问题，也是新时代我国体育教育信息化改革的发展趋势。本研究通过分析太极拳混合式教学的难点，提出高校太极拳混合式教学的策略，为高校太极拳教学模式的发展提供新思路。

研究方法：系统性文献综述法（Systematic Literature Review）是一种新兴的、系统性的综述方法，它通过文献研究策略对相关文献进行多样化检索、标准化筛选和批判性评估，从而整合已有研究结果、把握研究发展趋势、回答研究问题或发展创新理论。

研究结果：高校开展太极拳混合式教学的难点：(1)心理层面：教师存在畏难情绪和抵触心理。受到传统教学模式的影响，许多体育教师不仅在意识方面缺乏对于在线教学的认识，甚至出现抵触和畏难情绪。(2)实践层面：我国高校体育混合式教学的发展处于起步阶段，不仅体育课程线上资源匮乏，教师在线教学信息化素养也存在严重不足。同时，绝大多数体育教师对于如何设计在线学习资源，如何设计在线活动，以及如何提升在线互动效果等方面缺乏经验。混合式教学包含线上教学和线下教学两个环节，二者之间并非独立存在，而是在教学内容、教学方式等方面都有着紧密的联系。线上和线下能否相辅相成，决定着混合式教学效果能否最大化实现。高校开展太极拳混合式教学的策略：(1)在线活动设计：搭建课前—课后序列任务框架。针对学生线上学习自主性不强，学习效率低下等问题，可通过搭建学习框架的方式，提要求、派任务，驱动学生更加高效的完成线上知识的学习。在搭建学习框架时，依据成熟的学习指导理论能够进一步提升学习效率。(2)在线资源设计：丰富示范教学，强化动作表象的建立。线上体育技能教学内容可通过微课等平台进行呈现，教师可根据教学条件和需求制作视频和动画等教学素材，以便于学生模仿和领会学习要领。(3)多元化互动交流方式，及时反馈。学生们根据教师布置的学习任务，可通过在线上传太极拳练习视频，同学之间评价交流等方式进行互动，教师也能够通过平台对学生的问题或技术动作练习情况进行及时反馈和评价。相较于学生独立进行学习活动，互动学习能够一定程度上消除学生在学习过程中的孤独感和无助感。通过小组互动，学生可以获得同伴和老师的反馈并找到相互的答案，还可以避免过度依赖老师。(4)线上引导性探索，线下针对性解惑。学生在进行线上学习的过程中，特别是异步教学方式，由于缺

乏师生之间的实时互动,学生更多的是根据教师提供的学习资源和任务进行自主性、探索性的学习,不可避免的会对部分学习内容产生疑问。此外,体育技能学习的过程中会存在“思考”与“练习”的不统一,因此,教师在线上不能完全解决学生学习过程中的“练习”问题,因此需要在线下进行更直观的解惑,教师的线下答疑可以说是对线上自主学习的有力补充。在完成线上自主学习的同时,教师可以通过线上测试等方式,对学生学习过程中的问题进行总结归纳并在线下有针对性的讲解,也可以线下实时与学生交流学习中出现的疑惑。例如:Lu-Ho Hsia 提出的基于 WSQ 的翻转课堂教学模式,要求学生课前在线完成“观看、总结、提问”的学习任务,在课堂上,老师会要求学生提出在课前活动中遇到的困难,并提供补充指导。同时,教师还会根据学生的学习情况调整课堂活动的时间,当大多数学生对知识点有了概念和记忆后,再进行分组练习。(5)线上激发学习动力,线下强化学习体验。在教学的过程中,多媒体元素能够帮助学生理解所教授的概念和技能知识,视频和图片为各种体育运动技能的概念和动作提供了具体的可视化效果。线下学习的过程是体育课程教学最重要的部分,充分调动学生的积极性,提升运动技能学习的体验感是关键。(6)线上全面了解学情,线下分层精准教学。线上搭建的师生、班级交互平台具有全方位、全天候、及时反馈等“线上优势”。学生利用在线学习平台根据教师设计的线上学习框架开展学习任务,在此过程中,各项学习数据均被有序记录。教师能够根据线上平台的反馈,实时了解到学生学习的进度、学习效果以及学习中遇到的困难^[9],进而根据线上学习情况有目的的调整线下面对面教学设计。**结论与建议:**混合式教学模式为高校太极拳教学的改革注入了信息科技力量,是互联网时代教育信息化的风向标。混合式教学模式不仅为太极拳教学带来了丰富的教学资源和教育价值,更是从本质上革新了体育教学的理念,促进了体育教育方式的转变和发展,提升了教育教学的效果。我国高校太极拳混合式教学现阶段仍处于发展期,在国家大力倡导和支持下,多数高校也越来越重视混合式课程的建设,但仍然面临着基础设施不完善,教师经验匮乏,课程实施效果不显著等问题。为此,我国高校太极拳混合式教学模式的发展与完善不仅需要高校自身加强信息化平台的建设,更需要引导教师转变思想,加强对教师混合式教学课程设计能力的培养。在课程开发的过程中,以解决课程实施过程中所面临的学生自主性低、互动效果差等实际问题为导向,发挥线上教学的资源和平台优势,构建对应的学习框架、反思机制以及学习环境等,针对性的提升线上教学效果。同时,结合线上、线下教学的特点设计相辅相成的课程体系,充分发挥混合式教学在高校太极拳教学中的优势,促进高校体育教学的发展。

关键词: 太极拳;混合式教学模式;体育教学

Challenges and Design Strategies for Blended Teaching of Taijiquan in Universities

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Abstract: Purpose: Educational informatization, as a national strategy, is an important measure to promote the connotative development of higher education. Among its various forms, blended teaching has become one of the main modes of informatized education and an effective pathway to achieve its goals. However, compared with other disciplines that have made significant progress in blended teaching, physical education (PE) lags behind. The teaching of PE relies heavily on demonstration–imitation methods, with body participation and interaction as the main forms of teaching and learning. As a crucial component in the promotion of Chinese martial arts, Taijiquan plays an important role, yet in many universities, Taijiquan courses still adopt traditional teaching approaches. This leads to low student motivation, hindering the teaching and popularization of Taijiquan. How to break traditional mindsets, integrate information technology into blended teaching, and improve the quality of Taijiquan instruction is an important issue for PE teachers and reflects the broader trend of educational informatization reform in China. This study analyzes the challenges of blended teaching in Taijiquan and proposes strategies for its implementation in universities, providing new perspectives for the development of Taijiquan teaching models. **Method:** The Systematic Literature Review (SLR) method, a systematic and emerging review approach, was adopted. It applies literature research strategies for diversified retrieval, standardized screening, and critical evaluation of relevant studies, thereby integrating existing findings, identifying research trends, addressing research questions, and developing innovative theoretical frameworks. **Results:** The challenges of implementing blended Taijiquan teaching in universities are as follows: Psychological level: Teachers exhibit resistance and anxiety. Influenced by traditional teaching models, many PE teachers lack awareness of online teaching, and even display resistance and reluctance toward it. Practical level: Blended teaching in Chinese university PE is still in its early stage. Online resources for PE courses are scarce, and teachers' digital literacy in online teaching is insufficient. Since blended teaching integrates both online and offline components, their complementarity in teaching content and methodology determines the effectiveness of blended teaching. The corresponding strategies include: Online activity design: Establish a task-based framework for pre-class and post-class learning. To address students' weak autonomy and low efficiency in online learning, structured learning tasks should be assigned to guide and motivate students to complete knowledge acquisition more effectively. Online resource design: Enrich demonstration-based teaching and strengthen the formation of action imagery. Teaching content for sports skills can be presented via micro-lectures and other platforms, with teachers producing videos or

animations to facilitate imitation and comprehension. Guided online exploration with targeted offline clarification: During online learning, particularly asynchronous learning, the lack of real-time teacher–student interaction makes students prone to doubts. Moreover, in sports skill learning, “thinking” and “practice” often do not align, meaning practice-related issues cannot be fully addressed online. Thus, offline teaching plays a vital role in resolving doubts and reinforcing learning. Teachers may also summarize students’ online learning difficulties through tests and address them face-to-face, ensuring timely clarification. Comprehensive online student profiling with precise offline instruction: Online platforms offer advantages such as comprehensiveness, immediacy, and real-time feedback. Students’ learning progress, outcomes, and challenges are systematically recorded, enabling teachers to adjust offline teaching designs based on data-driven insights. **Conclusion and Suggestions:** The blended teaching model not only enriches the teaching resources and educational value of Taijiquan but also fundamentally innovates the concept of PE instruction, promoting transformation and improving overall teaching effectiveness. Currently, Taijiquan blended teaching in Chinese universities is still at a developmental stage, facing challenges such as insufficient infrastructure, lack of teacher experience, and limited teaching outcomes. Its advancement requires both the strengthening of informatization platforms by universities and the transformation of teachers’ pedagogical mindsets. Furthermore, it is essential to cultivate teachers’ competence in designing blended courses. Course development should be problem-oriented, addressing practical issues such as low student autonomy and weak interaction. By leveraging the advantages of online resources and platforms, constructing learning frameworks, reflective mechanisms, and engaging learning environments, online learning outcomes can be enhanced. Meanwhile, an integrated curriculum system that complements online and offline components should be designed to maximize the advantages of blended teaching, thereby promoting the development of PE in universities.

Keywords: Taijiquan; Blended Teaching Model; Physical Education

