

# Wushu Online Learning: Challenges In Chinese University During Covid-19 Pandemic

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## Abstract

In order to explore the teaching quality of online physical education and the learning effect of students during the COVID-19 epidemic, this paper investigates the students of many colleges and universities in Nanjing by using the questionnaire method, in which the online physical education teaching quality evaluation scale is combined with Naveed. Et al.(2020) and Marsh, H. W. (1982), SEEQ, formed a five-dimensional scale of "teaching enthusiasm, teaching organization, teaching interaction, teaching development and online teaching technology". The incremental scale of students' learning effect is adapted on the basis of the ability improvement scale of "China Basic Science and Education Survey China College Teaching Learning Survey (CCTL)", forming a five-item scale with one dimension, such as "Compared with offline physical education, my professional knowledge of physical education theory has been improved". Through the questionnaire survey of college students in the Nanjing area, and the reliability and validity test of the questionnaire data, the following conclusions are drawn by using spss17 software to analyze the data: (1) The evaluation of online physical education teaching quality in Nanjing area is good, and there is no significant difference in the evaluation of demographic characteristics such as gender, age, and grade;(2) The increment of students' learning effect is significant in the improvement of theoretical knowledge of sports specialty, but not in the improvement of sports skill learning and sports practice ability. (3) There is a significant positive correlation between the evaluation of online physical education teaching quality and the increment of learning effect.

## Keywords

Wushu, Online Learning, Online Learning, Covid-19 Pandemic.

## 1. Introduction

Wushu is a traditional sport with Chinese culture as its theoretical basis, attack and defense methods as its basic content, and taolu, fighting, and skills as its main forms of exercise.

Wushu, also known as Kung-fu or martial arts is one of the most distinctive examples of traditional Chinese culture. Wushu was historically termed "Wu-Yi" or martial arts. Literally, wu means military while shu means art, thus Wushu is the art of fighting or martial arts. (Keats Learn Chinese in China (2022)).

Wushu is an important and unique element of Chinese heritage. It is a sport that utilizes both mind and body. At the same time, the integration of Wushu into our curriculum is an important aspect as one of the core physical education subjects in the tertiary, middle, and primary schools. Similarly, wushu, is a significant part of school sports in China, in terms of its historical significance in our education. Wushu education in schools is of great significance for cultivating national spirit and carrying forward national excellent traditional culture.

However, at the beginning of 2020, the sudden outbreak of the COVID-19 pandemic had a serious impact on school physical education in China. From the perspective of higher education,

"As of May 8, 2020, 1454 colleges and universities in China had fully carried out online teaching, with 1.03 million teachers offering 1.07 million online courses covering 12 disciplines, totaling 12.26 million courses." The number of college students studying online reached 2.3 billion ", (Dong Ping, 2021);" Compared with cultural courses, the teaching content of Wushu courses is not only the theoretical knowledge of Wushu but also the technical training of Wushu, such as individual bare-handed exercises, equipment exercises, confrontation exercises, etc. Under the background of "home learning" and "online teaching", the mode of Wushu education has begun to change dramatically, and traditional offline teaching has been forced to change to online teaching. However, the challenges that students encounter in the process of online martial arts teaching may affect their learning ability in terms of the execution of the technical training. An in-depth study of the challenges encountered by students is of great significance to overcome these challenges and improve the quality of online education in Chinese Wushu.

## 2. Background of the Study

The long history of Chinese Wushu provides unlimited resources and rich content for learning. In 1918, the Central Martial Arts Museum was established, began to set up martial arts technology courses, focus on training martial arts teachers, and created a number of wushu technology comprehensive wushu talents, wushu teachers began to thrive. The state gradually strengthens the importance of the Wushu course and treats it as an important work of national education development. In almost all colleges and universities in the country, Wushu is carried out in the form of "public elective courses", "Wushu clubs" and "Wushu sports teams". Especially in professional normal colleges and sports colleges, Wushu courses have become compulsory courses for students majoring in physical education.

Wushu has a high reputation in China, and as a business card of the national image, it is a representative of traditional sport in China. It plays an important role in international sports and cultural exchanges and the training of Wushu professionals. For example, I have been appointed by the relevant state departments to go to the United States, France, Portugal, Laos, and other countries for Wushu performance and teaching. In China, a large number of Wushu professionals have been trained as Wushu teachers in colleges and universities, but in the past, Wushu teaching has been carried out offline.

With the outbreak of COVID-19 and its rapid global spread at an unprecedented rate, the first global epidemic in more than 100 years has brought an important impact on the political and economic situation around the world, causing a major impact, including in the field of education. According to the UN's Education Policy Brief During and Beyond the COVID-19 Epidemic (Zhong Binglin, 2021), the epidemic has caused the worst disruption to education systems in history, with more than 191 countries and regions around the world closing schools and educational institutions, affecting nearly 1.6 billion students. In China, the impact of the COVID-19 epidemic on China's education is also obvious. There is no doubt that wushu teaching has turned to online teaching, and students are also learning online through the Internet. In March 2020, the Ministry of Education of China issued the Notice on Doing a Good Job in Primary and Secondary Schools' suspension of Classes without Suspension of Learning. We should adhere to the combination of online guidance of school teachers and students' autonomous learning at home, pay attention to cultivating students' autonomous learning ability, and carry out offline or online teaching in different time periods according to the form of epidemic prevention and control, take Nanjing as an example, carry out online teaching from March 2020 to June 2020, and offline teaching from September 2020 to December 2020. From March 2021 to May 2021, online teaching will be carried out, and from March to May 2022, online teaching will be carried out.

After May 2020, although the pandemic has begun to ease, there are still repeated risks. Under the realistic situation of the normalization of epidemic prevention and control and the policy of

"dynamic zero", all provinces and regions in China make judgments according to the pandemic situation and change from online to offline education from time to time. In the follow-up time, online wushu teaching has almost become an inevitable choice. The quality and effect of online martial arts teaching have become one of the most concerning issues for teachers, students, university administrators, and other stakeholders. In order to promote the healthy development of online education, we must correctly judge the value of online education, deeply reflect on the challenges faced by online education in the process of development, and actively explore countermeasures. Post-COVID era, how to deal with the challenges of Wushu education in Chinese colleges and universities has become an urgent issue for the post-COVID era to build high-quality Wushu education in Colleges and universities.

Online teaching refers to the teaching activities carried out between teachers and students with the Internet as the technical background and various group learning platforms as the technical support. It is undeniable that online education has made knowledge representation more and more diverse by means of modern technology, and educational and teaching resources have become more prominent with unlimited replicability and universality. Many colleges and universities use ZOOM, WeChat, Tencent Classroom, Tencent conference rooms, and other platforms to carry out online teaching. Students can start learning anywhere only through the Internet and mobile devices. Compared with traditional wushu learning, online wushu course has many advantages. After the outbreak of the COVID-19 epidemic, online wushu teaching effectively guarantees the "suspension of classes without suspension of learning" on the premise of ensuring the safety and health of teachers and students, and students go to school smoothly through online means, which is an unprecedented large-scale online learning practice and has important milestone significance.

### 3. Interaction Distance Theory

Humanistic learning theory: Humanistic learning theory is rooted in its natural theory of human nature. A. H. Maslow and Carl R. Rogers have a profound influence on humanistic learning theory. Carl R. Rogers put forward the learning and teaching concepts of "free learning" and "student-centered" ". This theory is based on humanistic psychology, emphasizing students as the starting point, starting from the training of students themselves, and paying attention to the needs of students. By creating a good learning environment, we can provide students with accurate and meaningful knowledge and information, fully mobilize students' inner interest in learning, and tap the unique inner learning potential of each learner. Maslow believes that in the process of education, the goal should be to help learners explore their own uniqueness and potential. Teachers should attach importance to learners' inner senses and needs, understand and respect learners' inner feelings and individual differences, and teach students in accordance with their aptitude so that each learner can maximize their enthusiasm for learning and thinking. To create an efficient and high-quality learning process and learning results, he once said: "Only those who learn how to learn and how to adapt to change, only those who realize that there is no reliable knowledge, only the process of seeking knowledge is a reliable person and a truly educated person.". In the modern world, change is the only basis for establishing educational goals, which depends on process rather than static knowledge.

Chinese Wushu course adheres to the teaching principle of "student-oriented", takes students as the center, emphasizes students as the starting point, excavates challenge factors in Wushu education from the perspective of students, lets education return to students from the perspective of students, avoids the phenomenon of "student absence" in education reform, and provides the scientific basis for the adaptability reform of post-COVID era Wushu syllabus.

Constructivist learning theory: Constructivist theory is based on the process of individual cognitive development as the main research content, its earliest representative is J. Piaget, who

put forward the process of cognitive development when people encounter new environmental stimuli, people will have "assimilation" effect so that people will absorb and integrate new cognition into themselves, and change the original cognition. The process of "adaptation" occurs, which makes people experience "balance-unbalance-new balance" with external stimuli. O. Kern Berg, R. J. Sternberg, and D. Katz have been practicing and enriching constructivist learning theory practice, believing that learners are the main body of learning, with initiative, through absorbing changes in the external environment, thinking and digesting actively, forming their own knowledge structure. Teachers act as guides and helpers in the learning process.

The theory of constructivism is rich in content, but its core is student-centered, emphasizing students' active exploration, discovery, and construction of the meaning of knowledge. Student-centered, emphasizing "learning"; Taking teachers as the center, it emphasizes "teaching". This is the fundamental divergence of the two educational thoughts and teaching concepts, from which two opposite learning theories, teaching theories and teaching design theories have been developed. Because the learning environment required by constructivism is strongly supported by the latest information technology achievements, constructivism theory is increasingly combined with the teaching practice of teachers, thus becoming the guiding ideology of deepening teaching reform in schools at home and abroad.

#### 4. Conclusion

(1) The quality evaluation of online physical education in Nanjing was good, and there was no significant difference in demographic characteristics such as gender, age, and grade.(2) The increment of students' learning effect is significant in the improvement of physical education professional theoretical knowledge, but no significant improvement in sports skills learning and sports practice ability; (3) There is a significant positive correlation between online physical education teaching quality evaluation and learning effect increment

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