

Research on the Reform of University Martial Arts Teaching Mode under the Background of Internet Plus

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Abstract:

With the advent of the Internet Plus era, university martial arts teaching modes face new challenges and opportunities. Traditional university martial arts teaching modes have problems such as scattered teaching resources, low student participation, and difficulty in evaluating teaching effectiveness to a certain extent. This paper aims to explore the reform of university martial arts teaching modes under the background of Internet Plus. Firstly, through an in-depth analysis of traditional university martial arts teaching modes, the paper accurately grasps the existing problems and deficiencies. Then, combined with the characteristics of the Internet Plus era, it discusses how to utilize educational technology and Internet platforms to fully utilize online teaching resources, virtual simulation technology, social networks, and other means to innovate and optimize martial arts teaching modes. Subsequently, through empirical research and case analysis, the feasibility and effectiveness of the reform implementation are evaluated. Countermeasures and measures to solve problems and difficulties encountered during the reform process are proposed, including teacher training, integration of teaching resources, and construction of online interactive platforms. Finally, the achievements of the research are summarized, and the future development direction of the reform of university martial arts teaching modes under the background of Internet Plus is prospected, emphasizing the importance of continuous innovation and keeping pace with technological development.

Keywords:

Internet Plus, University Martial Arts Teaching, Teaching Mode Reform, Online Teaching Resources

1. Introduction

With the rapid development of information technology and the widespread use of the Internet, the Internet Plus era has profoundly changed the development mode and pattern of various industries, and the field of education is no exception. In higher education, especially in the domain of university martial arts education, the transformation and innovation under the background of Internet Plus are particularly

urgent and important. Traditional university martial arts teaching modes often have many problems, such as scattered teaching resources, low student participation, and difficulty in evaluating teaching effectiveness, which have become increasingly inadequate to meet the changing demands of the times and students. Therefore, this paper aims to explore the research on the reform of university martial arts teaching modes under the background of Internet Plus, to discuss how to leverage information technology and Internet platforms to promote innovation and optimization of university martial arts teaching modes, and to enhance teaching quality and effectiveness. In the introduction, we will first analyze the current situation and existing problems of university martial arts teaching under the background of Internet Plus. Then, we will introduce the research purpose and significance of this paper, as well as the research methods and structure arrangement. Finally, we will look forward to the future development prospects of the reform of university martial arts teaching modes under the background of Internet Plus. Through the introduction, the background, purpose, and significance of the research will be clearly stated, laying a good foundation for the subsequent content development.

2. Analysis of the Current Situation of University Martial Arts Teaching under the Background of Internet Plus

2.1. Characteristics and Problems of Traditional University Martial Arts Teaching Modes

The characteristics and problems of traditional university martial arts teaching modes reflect the limitations faced when confronting the challenges of era changes and diversified educational demands. On the one hand, traditional modes emphasize the inheritance of master-disciple relationships, basic training, and oral transmission, preserving rich cultural connotations and technical traditions. This traditional teaching mode is rooted in historical accumulation, emphasizing the comprehensive development of students' morality, intelligence, physique, and aesthetics, highlighting the fundamental and comprehensive nature of martial arts education. The teacher-student relationship in the traditional teaching mode is also closer, with teachers not only being mentors but also role models and guides for students. This traditional master-disciple sentiment helps to inherit martial arts culture and cultivate students' moral integrity. However, on the other hand, traditional modes also face problems such as scattered teaching resources, difficulty in evaluating teaching effectiveness, and lack of personalized teaching. Students need to attend teaching activities in different locations, resulting in wastage of time and energy. The single form of classroom teaching fails to stimulate students' interest and motivation for learning, lacking interactivity and personalized customization. Moreover, there is a lack of a scientifically effective evaluation system, making it difficult to objectively assess teaching quality and students' learning outcomes. These problems not only affect teaching effectiveness but also restrict the development and improvement of martial arts education. However, under the background of Internet Plus era, university martial arts teaching modes are facing unprecedented opportunities and challenges. Through the use of Internet technology and modern educational methods, teaching resources can be shared and integrated, breaking the constraints of time and space. For example, online teaching platforms can be established to provide diverse teaching content and resources, allowing students to choose and learn according to their own needs and interests, achieving personalized teaching. Additionally, virtual reality technology can simulate combat scenarios, providing a more realistic learning experience, enhancing

student engagement and experiential learning. Furthermore, leveraging big data and artificial intelligence technology can accurately monitor and evaluate students' learning progress, providing scientific basis and feedback for teaching. Moreover, interdisciplinary courses can be offered, integrating modern technology, sports psychology, and other related knowledge to enrich teaching content, stimulate students' interest and creativity. In summary, through innovation and reform, university martial arts teaching modes can better adapt to the needs of the times, improve teaching quality, cultivate more outstanding martial arts talents, and promote the inheritance and development of martial arts culture [1].

2.2. New Demands and Challenges of University Martial Arts Teaching under the Background of Internet Plus

With the advent of the Internet Plus era, university martial arts teaching is facing new demands and challenges. Firstly, students' demands for martial arts teaching are changing. Traditional classroom teaching and basic training are no longer sufficient to meet students' needs. They increasingly pursue personalized and diversified learning experiences. Modern students prefer to acquire information and knowledge through the Internet, hoping to learn martial arts skills anytime and anywhere, rather than being confined to traditional classroom time and location. Therefore, university martial arts teaching needs to be more flexible and open, providing diversified learning pathways and personalized teaching solutions to meet the learning needs of students at different levels and with different requirements. Secondly, under the background of Internet Plus, the development of educational technology presents new challenges and opportunities for university martial arts teaching. Teachers need to adapt to the application of new technologies, such as virtual reality technology, online teaching platforms, etc., to enrich teaching content and improve teaching effectiveness. Through virtual reality technology, students can immerse themselves in martial arts scenarios, deepening their understanding and mastery of martial arts skills. Online teaching platforms provide students with more diversified learning resources and pathways, making learning more convenient and efficient. However, teachers need to possess the corresponding skills and knowledge to better utilize these technologies for teaching, which requires joint efforts from educational institutions and teachers. Moreover, the teaching environment of the Internet Plus era also brings challenges in management and security. Ensuring the security and stability of online teaching platforms and protecting students' personal information are issues that need to be emphasized and addressed. Educational institutions need to strengthen the management and maintenance of teaching platforms, establish sound security mechanisms, and ensure the safety and stability of the teaching environment. At the same time, efforts should also be made to enhance the protection of students' personal information, formulate relevant policies and measures, regulate the use and management of teaching platforms, and safeguard students' legitimate rights and interests. The new demands and challenges of university martial arts teaching under the background of Internet Plus require joint efforts from educational institutions and teachers. It is not only necessary to focus on the innovation of teaching content and methods but also to pay attention to the improvement of teaching environment and management mechanisms to enhance teaching quality and effectiveness, and meet students' learning needs. With the continuous development of the Internet Plus era, university martial arts teaching will face more challenges and opportunities, requiring continuous exploration and innovation to adapt to the development of the times, and promote the progress and development of martial arts education [2].

3. Internet Plus Background: Reforming University Martial Arts Teaching Models

3.1. Impact of the Internet Plus Era on University Martial Arts Teaching Models

The advent of the Internet Plus era has profoundly changed university martial arts teaching models, resulting in various impacts. Firstly, the Internet Plus era provides abundant online learning resources for university martial arts teaching. Through the internet, students can easily access various martial arts teaching videos, instructional materials, online courses, and other resources, no longer restricted by traditional teaching venues and schedules, greatly enriching teaching content and methods. Secondly, the Internet Plus era promotes the personalized and diversified development of university martial arts teaching models. Leveraging internet platforms, teachers can customize personalized teaching plans based on students' interests, levels, and needs, achieving targeted teaching and improving teaching effectiveness. Furthermore, the Internet Plus era has given rise to new teaching technologies and tools, such as virtual reality (VR) technology, intelligent teaching systems, etc., which have brought about a whole new teaching experience and methods for university martial arts teaching. Through virtual reality technology, students can immerse themselves in martial arts scenarios, enhancing the interest and engagement in learning. At the same time, the Internet Plus era has accelerated the informatization and intelligence of the teaching process. Teachers can utilize intelligent teaching systems to monitor and evaluate students' learning progress in real-time, adjust teaching strategies promptly, and improve teaching efficiency and effectiveness. In summary, the impact of the Internet Plus era on university martial arts teaching models is comprehensive and far-reaching, bringing revolutionary changes to teaching content, methods, and means, and promoting the continuous development and progress of university martial arts education [3].

3.2. Prospects of Educational Technology Application in Martial Arts Teaching

With the continuous development and innovation of educational technology, its application prospects in martial arts teaching are increasingly broad. The application of educational technology not only enriches martial arts teaching content and enhances teaching effectiveness but also stimulates students' interest and enthusiasm for learning, further promoting the development of martial arts education. Firstly, virtual reality (VR) and augmented reality (AR) technologies bring a whole new teaching experience to martial arts teaching. Through VR and AR technologies, students can immerse themselves in martial arts actions and scenes, experiencing the authentic combat atmosphere, thereby gaining a deeper understanding and mastery of martial arts skills. This immersive learning experience not only improves learning efficiency but also stimulates students' interest in learning and enhances their motivation. Secondly, intelligent teaching systems and data analysis technology can provide personalized learning support and assistance for martial arts teaching. Through intelligent teaching systems, teachers can customize personalized learning plans and teaching resources tailored to students' learning situations and needs, providing targeted guidance and tutoring. Meanwhile, using data analysis technology, teachers can monitor students' learning progress and performance in real-time, identify problems promptly, and adjust teaching strategies to maximize teaching effectiveness. Additionally, mobile learning and online education platforms bring more flexible and convenient learning methods to martial arts teaching. Students can

access online education platforms anytime, anywhere through mobile devices such as smartphones and tablets, learning martial arts knowledge and skills, and interacting with teachers and classmates. This flexible learning method not only increases the freedom and flexibility of learning but also meets students' learning needs at different times and places, promoting the popularization and development of martial arts education. In conclusion, the application prospects of educational technology in martial arts teaching are very promising, which can bring a more diverse, personalized, and efficient learning experience to martial arts education, promoting continuous innovation and development in martial arts education [4].

3.3. Principles and Methods for Constructing New Martial Arts Teaching Models

Constructing new martial arts teaching models requires following a series of principles and methods to ensure the scientificity, effectiveness, and sustainability of the teaching models.

a. Student-Centered Principle: Place students' learning needs and characteristics at the core of teaching design. New martial arts teaching models should aim to meet students' learning needs and enhance their learning experience, designing teaching content and methods from the perspective of students.

b. Personalized Teaching Principle: Implement personalized teaching strategies and plans based on different students' learning characteristics and needs. By adjusting teaching content, pacing, and methods, personalized learning needs of students can be met, improving teaching effectiveness.

c. Diversified Teaching Methods: Adopt various teaching methods and means to enrich teaching content and enhance teaching effectiveness. Combining traditional face-to-face courses with modern online teaching resources, flexibly using educational technologies such as virtual reality technology, intelligent teaching systems, create diverse learning experiences[5].

d. Practice-Oriented Principle: Emphasize practical teaching, focusing on students' practical operations and experiences. Through organizing martial arts performances, combat drills, practical teaching, etc., students' practical and application abilities can be enhanced, consolidating learned knowledge and skills.

e. Feedback and Evaluation Mechanism: Establish an effective feedback and evaluation mechanism to understand students' learning situations and teaching effectiveness in a timely manner. Through assessments such as exams, quizzes, assignments, as well as interactive feedback between teachers and students, continuously improve teaching content and methods, enhancing teaching quality.

f. Continuous Improvement Principle: Continuously improve and optimize teaching models, keeping pace with the times and adapting to changes in social development and students' needs. Through studying teaching practice experiences, learning from teaching models and concepts from other fields, continuously explore and innovate, enhance teaching levels and effectiveness.

In summary, constructing new martial arts teaching models requires adhering to principles such as student-centeredness, personalized teaching, diversified teaching methods, practice-orientedness, feedback and evaluation mechanisms, continuous improvement, and flexibly using various teaching [6].

4. Problems and Countermeasures in Model Reform

4.1. Analysis of Problems and Difficulties Encountered in Implementation Process

During the process of implementing the reform of university martial arts teaching models, several issues and difficulties may arise. These problems need to be carefully analyzed and addressed to ensure the smooth progress of the reform and achieve good results. Firstly, insufficient teaching staff may pose a significant challenge because traditional university martial arts teaching models typically rely on professional teachers for instruction and guidance, whereas new teaching models may require more teachers with backgrounds in internet education technology. Secondly, difficulties in constructing technical facilities and platforms may hinder the reform process since implementing new martial arts teaching models requires advanced educational technology and online teaching platforms. However, building and maintaining these technical facilities and platforms may face various obstacles. Additionally, low student acceptance may lead to poor reform outcomes because some students may resist new teaching models and prefer traditional face-to-face teaching methods. Inadequate management systems and policy support may also pose a significant obstacle because reform requires effective organizational management and policy support. However, in some universities, management systems may be relatively rigid, and relevant policies may lag behind. Lastly, difficulties in evaluating teaching quality also need attention because traditional methods of assessing teaching quality may not fully adapt to the characteristics of new teaching models, resulting in assessment challenges. Therefore, education institutions and management departments need to work together and take effective measures to address and overcome these problems and difficulties.

4.2. Countermeasures and Measures to Solve Problems

To address the problems and difficulties that may arise during the implementation of university martial arts teaching model reform, the following countermeasures and measures are proposed. Firstly, it is necessary to strengthen the construction of the teaching staff by cultivating more martial arts teachers with backgrounds in internet education technology. This can be achieved through organizing professional training, introducing external experts, etc., to enhance teachers' technical skills and teaching abilities. Secondly, efforts should be made to increase investment in the construction of technical facilities and platforms, establish sound educational technology facilities and online teaching platforms, introduce government and corporate resources, strengthen university-enterprise cooperation, and jointly promote the construction of technical facilities and platforms. Additionally, through publicity and education, students' understanding and acceptance of new teaching models should be enhanced. Methods such as organizing seminars, symposiums, experiential activities, etc., can be used to introduce students to the advantages and characteristics of new teaching models, stimulating their interest and enthusiasm for learning. Furthermore, efforts should be made to strengthen organizational management and policy system construction by establishing specialized management organizations and working teams responsible for organizing and coordinating teaching reform, formulating corresponding policy documents and implementation rules to provide institutional guarantees for the reform. Simultaneously, a scientific and effective teaching quality evaluation system should be established to comprehensively evaluate teaching quality through methods such as regular assessments, student evaluations, and teacher

evaluations, identifying problems and adjusting teaching strategies promptly [7]. By implementing these countermeasures and measures, the problems and difficulties that may arise during the implementation of university martial arts teaching model reform can be effectively addressed, and the reform work can achieve good results.

5. Evaluation of the Effectiveness of University Martial Arts Teaching Model Reform under the Internet Plus Background

Evaluating the effectiveness of university martial arts teaching model reform under the Internet Plus background is an essential aspect to ensure the smooth progress and substantive results of the reform. Firstly, we need to consider the improvement of teaching quality. By comparing indicators such as student learning outcomes, mastery of skills, and satisfaction with learning between traditional teaching models and new teaching models, we can assess whether the new model can better promote students' learning and growth. Secondly, it is necessary to evaluate the integration and utilization of teaching resources. Whether the new model effectively integrates various teaching resources, including online courses, teaching videos, virtual practice environments, etc., to provide richer learning content and resource support. Additionally, attention should be paid to the improvement of student participation and interactivity. Whether the new model can stimulate students' interest in learning, enhance their motivation for learning, and promote more interaction and communication between teachers and students. Moreover, we should examine the improvement of teachers' teaching level and teaching methods. Whether teachers can better apply educational technology and improve teaching effectiveness under the new model, as well as whether they can adjust teaching strategies promptly to meet students' learning needs. Finally, comprehensive consideration should be given to the social benefits brought about by the reform. Whether the new model can promote the popularization and development of martial arts education, promote the inheritance and innovation of martial arts culture, and cultivate more excellent martial arts talents [8]. By comprehensively evaluating these aspects, we can objectively assess the effectiveness of university martial arts teaching model reform under the Internet Plus background, providing a reference basis for further improving and optimizing teaching models.

6. Conclusions

In the research on university martial arts teaching model reform, we have thoroughly explored the characteristics of traditional models, the impact of the Internet Plus era on teaching, the principles and methods of constructing new teaching models, and the problems and countermeasures that may be encountered during the reform process. Through our research, we have found that although traditional models have their advantages, they also have many limitations, while the arrival of the Internet Plus era has provided rich possibilities for teaching, and the construction of new teaching models is an inevitable trend. However, during the implementation process, problems such as insufficient teaching staff, difficulties in technical facility construction, and low student acceptance may arise, requiring corresponding countermeasures and measures to address them. Therefore, we suggest that in promoting the reform of martial arts teaching models, efforts should be made to strengthen the construction of teaching staff, improve the level of technical facility construction, enhance student acceptance of new teaching models, improve management systems and policy support, and establish a scientific and effective

teaching quality evaluation system. Only through continuous efforts and reforms can better development of martial arts education be achieved, making positive contributions to the cultivation of more qualified martial arts talents.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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